

Psychological Abstracts

VOLUME 34

OCTOBER 1960

NUMBER 5

Editor
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Ohio State University

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Correspondence on advertising, subscriptions, changes of address, and orders of back issues should be addressed to: American Psychological Association, 1333 Sixteenth Street, N. W., Washington 6, D. C.

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PUBLISHED BIMONTHLY BY
THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.
1333 SIXTEENTH STREET, N.W., WASHINGTON 6, D.C.

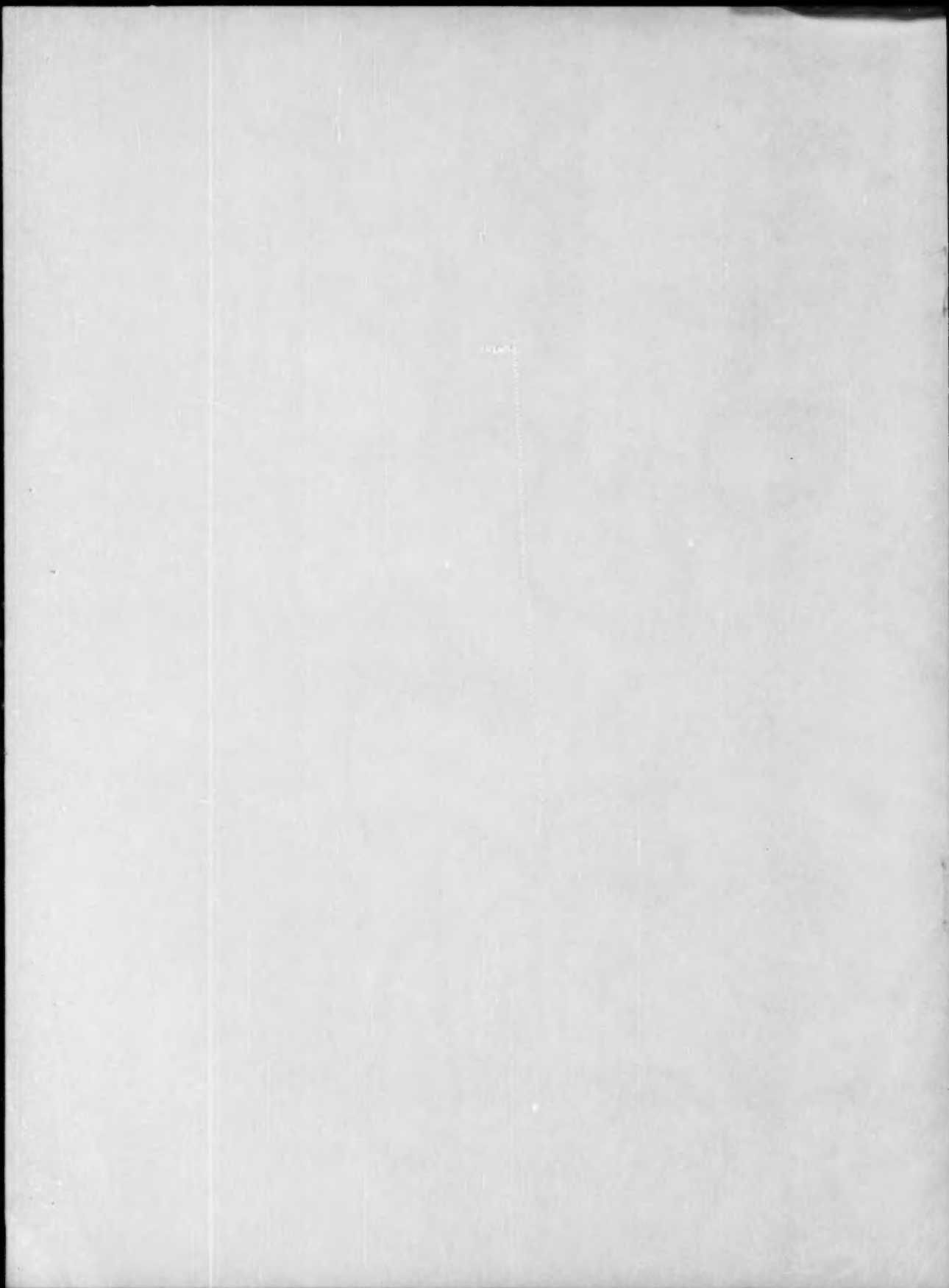
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FOREIGN \$16.50

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Second-class postage paid at Lancaster, Pa., and at additional mailing offices.

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GENERAL

6682. **Cantril, Hadley, & Bumstead, Charles H.** *Reflections on the human venture.* New York: New York Univ. Press, 1960. xvi, 344 p. \$6.50.—With approximately 80% quotations, this volume attempts to point out what humanists have said about a large number of scientific and philosophical matters. Excerpts from essays, poems, plays, novels, biographies, etc. are interwoven in the chapters discussing: "Science, Humanism, and Man"; "Man and the World Around Him"; "Man's Strivings"; "Man Assuming"; "Man and Fellow Man"; "Man, Society and Change"; and "Man's Faith."—*R. J. Corsini.*

6683. **Carter, Gerald Emmett.** *Psychology and the cross.* Milwaukee, Wis.: Bruce, 1959. xvi, 135 p. \$3.00.—Carter's purpose is "to weld a few links between human knowledge in the theological and mystical fields"; his discussion is organized under the topics of man's estate, the outgoing self, and Christian idealism and fear. Psychology may provide a valuable amplification of and supplement to Catholic teaching which is the "safest and surest path" to happiness.—*J. D. Howard.*

6684. **Caws, Peter.** (U. Kansas) *The function of definition in science.* *Phil. Sci.*, 1959 (Jul), 26, 201-228.—5 functions of definition are considered: "the grounding of constructs in observation, their descriptive interrelation, the development of logico-mathematical calculi, the interpretation of these calculi, and the provision of precise, quasi-mathematical relations between the constructs themselves." This analysis may be reduced to the categories of "internal" and "external" definition, in which the former represents the rationalistic component of science and the latter represents the operational, empiricist component.—*M. B. Turner.*

6685. **Chih-kuang, Chang.** *Further comments on the subject matter and nature of psychology.* *Acta psychol. Sinica*, 1959, 3(1), 22-31.

6686. **Chi-pun, Yang.** *On the scientific nature of psychology.* *Acta psychol. Sinica*, 1959, 3(5), 329-331.

6687. **Feifel, Herman. (Ed.)** *The meaning of death.* New York: McGraw-Hill, 1959. xviii, 351 p. \$6.50.—21 contributors from anthropology, art, literature, medicine, philosophy, physiology, psychoanalysis, psychiatry, psychology, and religion provide "a groundwork of reflection and information that will illuminate issues and stimulate fresh insights, suggest therapeutic and practical possibilities, and direct the way toward future research requirements." There is not intent to provide definitive answers, although some dominant themes will be observed. The 5 parts of the book are: "Theoretical Outlooks on Death," "Developmental Orientation toward Death," "Death Concept in Cultural and Religious Fields," "Clinical and Experimental Studies,"

and a discussion by Gardner Murphy.—*A. R. Howard.*

6688. **Garfinkel, Harold.** (U. California, Los Angeles) *The rational properties of scientific and commonsense activities.* *Behav. Sci.*, 1960 (Jan), 5, 72-83.—"It has been the purpose of this paper to recommend the hypothesis that the scientific rationalities can be employed only as ineffective ideals in the actions governed by the presuppositions of everyday life. The scientific rationalities are neither stable features nor sanctionable ideals of daily routines, and any attempt to stabilize these properties or to enforce conformity to them in the conduct of everyday affairs will magnify the senseless character of a person's behavioral environment and multiply the anomie features of the system of interaction."—Author abstract.

6689. **Goertzen, Stanley M.** (San Francisco Unified School District, Calif.) *Children's concepts of psychologists and psychiatrists.* *Calif. J. educ. Res.*, 1959 (Sep), 10, 172-176.—358 public school children in Grades 3, 5, 7, and 9 gave reactions to open-ended statements concerning these professionals. Responses were evaluated by 2 judges. "Even in the 9th grade, only a third of the students had a clear idea of the psychologist's job. The psychiatrist is adequately known at this level by 70 per cent of the students." Misconceptions ranged from 41% in the 3rd grade to 10% in the 9th grade. The higher the socioeconomic group of the student, at all grade levels, the more nearly correct was the concept expressed.—*T. E. Newland.*

6690. **Greenwood, David.** (U. California, Los Angeles) *The nature of science and other essays.* New York: Philosophical Library, 1959. xii, 95 p. \$3.75.—"This book is intended as a collection of five essays in the general areas of logic and mathematics as applied to science, composed, at various times, during the course of the past decade." The essays are entitled: "The Nature of Science," "Concept Formation and Operational Definition," "Quantitative Inductive Procedures," "Causality and the Counterfactual Conditional," and "The Problem of Real Numbers."—*R. A. Littman.*

6691. **Hook, Sidney. (Ed.)** *Dimensions of mind.* New York: New York Univ. Press, 1960. xiii, 281 p. \$5.00.—The proceedings of the third annual New York Institute of Philosophy are collected in this volume. Recent developments in physics and engineering, especially the development of electronic devices capable of and even surpassing functions so far considered unique to man, make a re-examination of philosophic positions mandatory. Under this aspect the classic mind-body problem is discussed in Part I; in Part II the relationship between brain and its electronic replica is analyzed. The last part contains papers about concept formation.—*W. J. Kopitz.*

6692. Jih-chang, Tsao. **Debates in psychology.** *Acta psychol. Sinica*, 1959, 3(3), 137-141.

6693. Jung, C. G. **A visionary rumour.** *J. anal. Psychol.*, 1959 (Jan), 4, 5-19.—Ufos, flying saucers, are ubiquitous visions supported by radar echoes. The hypotheses offered for phenomena of Ufos are: "primary perception . . . followed by a phantasm"; "primary fantasy" causing illusions; and "a 'synchronistic,' i.e., acausal, meaningful coincidence." Ufos are cited in 4 dreams, in art, and in ancient manuscripts as projection arising from "a situation of collective distress or danger, or . . . a vital psychic need." Their circular shapes are historically "not only soul symbols, but 'God-images.' . . . Epiphanies . . . associated with fire and light . . . are impressive manifestations of totality whose simple, round form portrays the archetype of the self . . . uniting apparently irreconcilable opposites and is therefore best suited to compensate the splitmindedness of our age." The epiphany encompasses 5 antitheses: fire-water, masculine-feminine, heaven-earth, unity-quaternity, higher world-human world.—H. J. Buhler, Jr.

6694. Klee, James B. (Brandeis U.) **Religion as facing forward in time.** *Existent. Inqu.*, 1960 (Feb), 1(2), 19-32.—A survey is presented of the problem which emerges "once a creature is seen to exist in time as well as to have a sense of time (or timing)." 2 biological phenomena—the tropism, an "orienting action" which serves to position the organism for the next ensuing event, and the instinct, which releases a temporally extended behavioral pattern on the basis of a simple signal—provide evidence for the "drama" as opposed to the mere mechanical sequence of life. On the human level, understanding of the temporal contexts of creativity, of signs and signals, and of work leads to the conclusion that religion represents the "furthest leaning forward in time, the greatest displacement of the vital center forward into the future."—J. Lyons.

6695. Schaller, J.-P. **Psychologie clinique et liberté humaine.** [Clinical psychology and human liberty.] *Angelicum*, 1959, 36, 3-25.—The findings of clinical psychology and psychiatry showing the influence of biochemical and instinctual elements on human behavior do not prejudice philosophical freedom. Present study of psychosomatic interactions shows clearly that the mind influences the body as much as the body influences the mind. Growing to maturity means, in a sense, developing freedom by gradual extension of control over instinctive forces and tendencies.—W. W. Meissner.

6696. Spaulding, Helen F. (Churches of Christ) **Abstracts of doctoral dissertations in pastoral psychology.** *Pastoral Psychol.*, 1960 (Jan), 10(100), 49-63.—These summaries cover 1957-59.—A. Eglash.

6697. Young, Marguerite L., & Odbert, Henry S. (National Science Found.) **Government support of psychological research: Fiscal year 1958.** *Amer. Psychologist*, 1959 (Aug), 14, 497-500.—"In fiscal year 1958 (ending June 30, 1958), approximately \$23,900,000 were obligated by some 12 departments and subdivisions of the federal government for the conduct of research in psychology and closely related areas. This is an increase of about \$8,000,000 over the support reported for fiscal year 1957, and about \$13,000,000 over that for fiscal year 1956." 4 tables indicate: (a) expenditure by agency, (b) re-

search areas in psychology supported, (c) expenditure by geographic region, (d) obligations of federal government for research by scientific fields.—S. J. Lachman.

(See also Abstract 7321)

THEORY & SYSTEMS

6698. Bykov, Konstantin M. **Pavlovian contemporary psychiatry in the USSR.** *Amer. J. Psychiat.*, 1959 (Sep), 116, 203-207.—Pre-Pavlovian theory sketched and criticized after which a brief summary is presented of the experimental data of the Pavlovian school and their implications for neurology and psychiatry.—N. H. Pronko.

6699. Cameron, D. Ewen. (Allen Memorial Inst. Psychiatry) **Images of tomorrow.** *Amer. J. Psychother.*, 1960 (Jan), 14, 97-103.—3 notions are discussed as emerging basic ideas destined to shape the future of psychology and psychiatry: (a) the disciplines which deal with man require a philosophy of science which is radically different from that which has been so successful in physics and chemistry; (b) repetition appears as a most powerful tool for the restructuring of personality; and (c) ideas considered impossible and absurd deserve the most careful consideration, such as the place of suggestion, extra-sensory perception, and water divining in our conceptual framework of how things happen.—L. N. Solomon.

6700. Cartwright, D., & Harary, F. **A note on Freud's "instincts and their vicissitudes."** *Int. J. Psycho-Anal.*, 1959, 40, 287-290.—Authors propose a mathematical type axiom system applicable to basic psychoanalytical theory.—G. Elias.

6701. Cartwright, Dorwin. (Ed.) **Studies in social power.** Ann Arbor, Mich: Univer. Michigan, 1959. ix, 225 p. \$4.50.—4 theoretical papers and 7 empirical studies. The general orientation is Kurt Lewin's field-theoretical framework, which is here refined and extended. 11 contributors (see 34: 7534, 7535, 7536, 7546, 7547, 7555, 7573, 7602, 7611, 7616, 7692).—A. E. Kuenzli.

6702. Dailey, Charles A. **Natural history and phenomenology.** *J. indiv. Psychol.*, 1960, 16, 36-44.—To create a natural history of persons, we must clarify the meaning of "natural history" and distinguish it from phenomenology, learning theory, and Freudian psychoanalysis. The author attempts all of these.—A. R. Howard.

6703. Dreikurs, Rudolf. **Are psychological schools of thought outdated?** *J. indiv. Psychol.*, 1960, 16, 3-10.—Schools of personality theory and psychotherapy are needed. Only within a well-defined theory can we achieve "clarification, exemplification, and delineation of basic assumptions about man."—A. R. Howard.

6704. Farber, Marvin. (U. Buffalo) **Naturalism and subjectivism.** Springfield, Ill.: Charles C Thomas, 1959. xvi, 389 p. \$9.50.—A criticism of various philosophers—such as Edmund Husserl, Max Scheler, Martin Heidegger, Karl Jaspers—who have abused the phenomenological method in attempting to justify idealistic metaphysics.—A. E. Kuenzli.

6705. Feldman, A. Bronson. **The unconscious in history.** New York: Philosophical Library, 1959. 269 p. \$4.50.—Collection of essays in cultural psy-

choanalysis. The topics discussed are the birth of Christianity, the Lincoln cult in America, patriotism and love of country, nationalism, political economy, and history as a process of repetition. 9-page bibliography.—*W. W. Meissner*.

6706. Fromm, Erich; Suzuki, D. T., & De Martino, Richard. *Zen Buddhism and psychoanalysis*. New York: Harper, 1960. viii, 180 p. \$4.00.—The 2 systems of thought are compared with an eye for possible syntheses. Based on lectures given at the Cuernavaca, Mexico conference in 1957.—*L. Goldberger*.

6707. Gladin, Leo L. (Michigan State U.) *The stimulus concept: Animism?* *J. Psychol.*, 1960 (Apr), 49, 305-331.—It is proposed that external stimulation of behavioral responses is implausible as a scientific concept. The organization of behavior proceeds from the organism toward the environment. The organism animates the consistently indifferent manifold of physical energies with significance according to its sensation-response experiences. The external energies only provide the organism with a means of access to events of significance to itself; if they contained an intrinsic significance, they would be ideal.—Author abstract.

6708. Häfner, Heinz. *Grundlinien einer daseinsanalytischen Gewissenspsychopathologie*. [Sketch of an existence analytic psychopathology of conscience.] *Psyche, Stutt.*, 1960 (Feb), 13, 667-685.—Within Heidegger's explication of the human situation we can see how "existential conscience," i.e., responsibility for choice among our own possibilities, is more inclusive than "ethical conscience." The various forms of authoritarian conscience and the defects and perversions of pathological conscience reveal new meanings against the background of the existence analytic approach.—*E. W. Eng*.

6709. Hesnard, A. *Nature de la conscience*. [The nature of consciousness.] *Evolut. psychiat.*, 1959, No. 3, 354-378.—It is the duty of psychiatrists to recognize the value of a phenomenological viewpoint. Historically, psychiatrists have mistrusted subjectivity since this was confused with introspection and abstract metaphysics. While psychoanalysis is fruitfully oriented towards man's relations with himself, phenomenology concerns man's relations with others. A phenomenological viewpoint logically leads to individual and group therapy as well as ecological psychotherapy which may use a structured mood or capitalize upon a relevant behavioral milieu.—*L. A. Ostlund*.

6710. Ichheiser, Gustav. *On Freud's blind spots concerning some obvious facts*. *J. indiv. Psychol.*, 1960, 16, 45-55.—Freud erred in his conception of the nature and function of consciousness. Discussed are the effects on a number of areas, including cognition and emotion, reality, the deception and misunderstanding of self and others, aggression, effort after meaning, and the role of enabling conditions. Replacing the Freudian personality model with a more sociopsychological model is suggested.—*A. R. Howard*.

6711. Jung, Carl Gustav. *Collected works*. Vol. IX, Pt. I. *The archetypes and the collective unconscious*. New York: Pantheon, 1959. xi, 462 p. \$7.50.—Consists of 3 essays establishing the theo-

retical character of the archetypes and collective unconscious, followed by 6 papers describing specific archetypes. In a final section their relation to individuation—with abundant references to, and illustrations of, mandalas—is described.—*E. W. Eng*.

6712. Llaveró, F. (Madrid, Spain) *Orientation et limites d'une synthèse en psychiatrie*. [Direction and limits of a synthesis in psychiatry.] *Evolut. psychiat.*, 1959 (Oct-Dec), No. 4, 567-572.—Since contemporary psychiatrists are divided over the issue of organic versus functional causality, a new doctrine of causality is necessary. One involving a phenomenological viewpoint would synthesize anthropology and psychiatry. All psychophysical dimensions of the personality are concretized in the individual functioning as a "being-in-the-world." Moreover, the importance of spiritual values lies in the fact that they determine the transformation of the conscience in one's lifetime and in the historical and cultural evolution of mankind. However, this philosophical emphasis will limit the proposed synthesis, unless balanced by a stress upon the science of medicine.—*L. A. Ostlund*.

6713. McQuitty, Louis L. (Michigan State U.) *Hierarchical linkage analysis for the isolation of types*. *Educ. psychol. Measmt.*, 1960, 20, 55-67.—"This paper develops and illustrates a simple, objective, and numerical method of classifying institutions or individuals into a hierarchical system based on minimizing the number of categories and maximizing the number of common characteristics possessed by the members of every category."—*W. Coleman*.

6714. Maslow, A. H. (Brandeis U.) *Remarks on existentialism and psychology*. *Existential Inq.*, 1960 (Feb), 1(2), 1-14.—Subtitled "Existentialism: What's in It for Us Psychologists," this paper, which was presented at a symposium on existential psychology and psychotherapy at the American Psychological Association meetings in 1959, defines existentialism in terms of "a radical stress on . . . the experience of identity." On this basis a number of conclusions are presented on the relations between American and European emphases in philosophy and psychology, and on such topics as the ideal, the self, aloneness, tragedy, science, and time.—*J. Lyons*.

6715. Plaut, A. *Aspects of consciousness*. *Brit. J. med. Psychol.*, 1959, 32, 239-248.—Processes and states of consciousness are considered. One point of emphasis is on fluctuations between the dual aspects of consciousness, i.e., the "focused and de-focused." Fluctuations are related to development. Models which assume 3 essential concepts are discussed. The author is pessimistic regarding the possibility of testing clinically derived hypotheses in laboratory studies.—*C. L. Winder*.

6716. Rapaport, D. *The structure of psychoanalytic theory*. *Psychol. Issues*, 1960, 2(2), 1-158.—The topographic, economic, genetic, and Jacksonian models are described following the presentation of background factors and the limits of psychological prediction. In the analytical structural system it is stated that the subject matter of psychoanalysis is behavior of the integral and indivisible personality. All behavior is part of a genetic series. The crucial determinants of behavior are unconscious. The ultimate determinants of all behavior are the drives. All

behavior disposes of and is regulated by psychological energy; and has structural, social, and reality determinants. The evidence for the assumptions of analytic theory is discussed as well as the theory's achievements and its convergence with other theories. Tasks for the future development of analytic theory comprise the concluding section of this attempt to systematize the structure of psychoanalytic theory.—*D. Prager.*

6717. Reik, Theodor. **The compulsion to confess: On the psychoanalysis of crime and punishment.** New York: Farrar, Straus & Cudahy, 1959. xii, 493 p. \$7.50.—3 books and selected papers written and published in German in the years 1926-28 are here presented for the first time in English. "The Unknown Murderer," "The Compulsion to Confess," and "The Shock of Thought" comprise the major parts of the book.—*L. A. Pennington.*

6718. Reik, Theodor. **The creation of woman.** New York: George Braziller, 1960. viii, 159 p. \$3.75.—The biblical account of Eve's creation from Adam's rib has remained contradictory and unexplained despite biblical criticism, anthropology, and comparative religion. It conceals the story of a puberty rite: with initiatory death (deep sleep), circumcision (removal of rib), rebirth of the initiated, followed by union of the first mythical pair. Only after Adam was circumcised could he obtain a spouse; the symbolic circumcision was the middle term between his old and new state; transformation of the rib to a woman ties the condition of circumcision to sexual union. Puberty rites serve to loosen the tie between boys and their mothers and bind the novices to the society of men. The myth formation whereby Adam gives birth to Eve represents the emphatic denial of his descent from and union with a mother-goddess. The original prebiblical Adam figure of the Semites was a son-god similar to Osiris, Adonis, Attis, and finally Christ.—*A. E. Wessman.*

6719. Scriven, Michael. (Swarthmore Coll.) **Explanation and prediction in evolutionary theory.** *Science*, 1959 (Aug), 130, 477-482.—The most important lesson to be learned from evolutionary theory today is a negative one. It shows us what scientific explanations need not do; that one cannot regard explanations as unsatisfactory when they do not contain laws or when they are not such as to enable the event in question to have been predicted. The thesis "is that scientific explanation is perfectly possible in the irregular subjects even when prediction is precluded." The great commitment of Darwin's theory and its profound illumination are to be found in its application to the lengthening past, not the distant future; in the tasks of explanation, not those of prediction.—*S. J. Lachman.*

6720. Treisman, Michael. (Oxford U., England) **Stimulus-response theory and expectancy.** *Brit. J. Psychol.*, 1960 (Feb), 51, 49-60.—SR theory purports to be objective and precise, whereas expectancy theory appears to be vague. However, when SR answers to expectancy questions are examined in detail these answers are found to depend largely upon the concepts of "secondary reinforcement" and the "fractional anticipatory goal response." The explanations of such problems as latent extinction, reasoning and drive discrimination by use of these concepts are shown to be fallacious. 42 refs.—*C. M. Franks.*

6721. Van Dusen, Wilson, & Ansbacher, Heinz L. **Adler and Binswanger on schizophrenia.** *J. indiv. Psychol.*, 1960, 16, 77-80.—Alfred Adler and, apparently independently, Ludwig Binswanger "have come to nearly the same view of the major psychodynamics of schizophrenia."—*A. R. Howard.*

6722. Waelder, R. **Basic theory of psychoanalysis.** New York: International Univer. Press, 1960. xiii, 273 p. \$5.00.—After indicating the need for validation of psychoanalytic interpretations and theories, the historical development of psychoanalytic thought is presented. The bulk of the book is devoted to an account of basic concepts of psychoanalysis including the instinctual drives, anxiety, ego psychology, and some problems in psychopathology and treatment. There is a postscript on the value of psychoanalysis, and an annex on the most common misunderstandings of psychoanalytic concepts.—*D. Prager.*

6723. Wei-tao, Tu. **A criticism of Gestalt psychology and its learning theory.** *Acta psychol. Sinica*, 1959, 3(5), 347-353.

6724. Wei-tao, Tu. **Criticism on the Gestalt theory of perception and thought.** *Acta psychol. Sinica*, 1959, 3(6), 407-412.

6725. Wolman, Benjamin B. **Contemporary theories and systems in psychology.** New York: Harper, 1960. x, 613 p. \$7.50.—Part I on "Conditioning, Behaviorism, and Purposivism" sketches the historical antecedents (in "Introspectionism," "Functionalism," and "Connectionism"), then devotes a chapter each to "Conditioned Reflexes," "Behaviorism and Reductionism," "Neo-Behaviorism and Learning Theory," and "Hormic and Holistic Theories." Part II treats of "Psychoanalysis and Related Systems"; Part III of "Understanding, Gestalt, and Field Theories"; Part IV of "Psychology and the Scientific Method." 43 p. bibliog.—*H. B. English.*

(See also Abstract 7534)

METHODS & APPARATUS

6726. Barch, A. M. **Toward an ideal perceptual-motor device.** *Percept. mot. Skills*, 1960 (Feb), 10, 11-20.—"The need for studying task characteristics for the understanding of perceptual-motor skill and the limitations of present skill apparatus is briefly surveyed. Suggestions toward an 'ideal' perceptual-motor device are given and the M.S.U. Serial Reactor is described in relation to this ideal."—*C. H. Ammons.*

6727. Bare, Roderick Hughes. (Ohio State U.) **Bias as related to rater contacts.** *Dissertation Abstr.*, 1960 (Jan), 20, 2883-2884.—Abstract.

6728. Bechtoldt, Harold P. (State U. Iowa) **Construct validity: A Critique.** *Amer. Psychologist*, 1959 (Oct), 14, 619-629.—"The renaming of the process of building a theory of behavior by the new term 'construct validity' contributes nothing to the understanding of the process nor to the usefulness of the concepts. The introduction into discussions of psychological theorizing of the aspects of construct validity discussed . . . creates, at best, unnecessary confusion and at worst, a nonempirical, nonscientific approach to the study of behavior." Terminology of logical behaviorism and techniques of an "operational methodology" are preferred. "It is . . . recommended

that the formulation of construct validity, as presented in the several papers noted in this critique, be eliminated from further consideration as a way of speaking about psychological concepts, laws, and theories."—S. J. Lachman.

6729. Bradley, James V. (Aerospace Medical Lab.) **Studies in research methodology: I. Compatibility of psychological measurements with parametric assumptions.** *USAF WADC tech. Rep.*, 1959(Sep), No. 58-574. iv, 20 p.—A normal distribution, one of the parametric assumptions, has infinite range, is symmetrical, and is continuously distributed. None of these properties is characteristic of raw, absolute time scores or errors so frequently used in psychological experiments. Another parametric assumption is that the items are not intercorrelated, but when more than 1 trial is used per S, the scores may be dependent on preceding trials due to learning, fatigue, or boredom. Thus assumptions of common parametric, statistical tests frequently are not compatible with psychological measurements.—M. B. Mitchell.

6730. Cassel, R. N., & Beach, D. (Phoenix Coll.) **Validation of an objective scoring technique for the Wells-Ruesch Color Naming Test (CNT).** *J. psychol. Stud.*, 1960(May-Jun), 11, 198-202.—The article is concerned with increasing the objectivity of the CNT. 3 different modes were used for scoring: total time for color, total time for words, and percent of aggregate time used for color. It was found that percent of color time showed significant construct relationship with personality tensions and needs, social insight, and intelligence, but not with leadership ability or age.—M. S. Mayzner.

6731. Dallenbach, Karl M. (U. Texas) **A simple and inexpensive card-changer.** *Amer. J. Psychol.*, 1960(Mar), 73, 139-141.—R. H. Waters.

6732. Dittborn, Julio M., & Armengol, Vilma. (U. Chile) **Expectation as a factor of sleep suggestibility. Part II.** *J. Psychol.*, 1960(Jan), 49, 113-116.—(see *J. clin. exp. Hypnosis*, 1958, 6, 164-170.) The Ss were 12 soldiers of the Chilean Army, 20 years of age. The apparatus was the sleep suggestibility test described elsewhere. All fell asleep within 100 signals, and all but 1 awoke from suggested sleep after the operator had made verbal intervention. In order to attain a state of suggested sleep, it is extremely important that a susceptible S should have a high degree of awareness of what he is supposed to do.—C. Murchison.

6733. Dunlap, Dale Nelson. (Claremont Graduate School) **Psychological test difference scores and prediction.** *Dissertation Abstr.*, 1960(Jan), 20, 2886.—Abstract.

6734. Enticknap, Laurie E. (U. Queensland, Brisbane, Australia) **The decade-counter tube in the psychological laboratory.** *Amer. J. Psychol.*, 1960(Mar), 73, 138-139.—R. H. Waters.

6735. Gain, Peter, & Fitts, Paul M. (Ohio State U.) **A simplified electronic tracking apparatus (SETA).** *USAF WADC tech. Rep.*, 1959, No. 59-44. iv, 12 p.—SETA is compact, economical, and portable.—M. B. Mitchell.

6736. Horst, P. **Mathematics in psychological research.** *Psychol. Rep.*, 1960, 6, 165-166.—"Some suggestions for the appropriate use of mathematics

in psychological research are outlined."—C. H. Ammons.

6737. Jih-chang, Tsao. **Some problems in psychological research.** *Acta psychol. Sinica*, 1959, 3 (1), 1-6.

6738. Johnson, Richard Morton. (U. Washington) **Differential prediction with incomplete criterion data.** *Dissertation Abstr.*, 1960(Apr), 20, 4186.—Abstract.

6739. Kenshalo, D. R., Nafe, J. P., & Dawson, W. W. (Florida State U.) **A new method for the investigation of thermal sensitivity.** *J. Psychol.*, 1960(Jan), 49, 29-41.—A new apparatus is described and data presented on the relationship between the thresholds of warmth and cool and the temperature to which the skin is adapted. It utilizes thermal conduction to deliver temperature changes to the skin, thereby allowing equal control in presenting both warm and cool stimuli. The stimulator remains in contact with the area under investigation so that presentations of thermal stimuli are not confounded by tactile stimuli, and improved control of skin temperature is possible. Temperature changes of as little as 0.05 C. can be reliably presented and provision is made to monitor these. The data presented show that at adapting temperatures of 28 C. the warm threshold is relatively high, while the cool threshold is low. Between adapting temperatures of 33.4 C. and 35 C. both thresholds shift, the warm more gradually, so that at an adapting temperature of 42 C. the warm threshold is low while that for cool stimuli is large. It is suggested that these data are explained by changes in the thermal conductivity of the skin.—Author abstract.

6740. Lana, Robert E. (American U.) **A further investigation of the pretest-treatment interaction effect.** *J. appl. Psychol.*, 1959(Dec), 43, 421-422.—What effect does a pretest have on a study of an attitude-treatment when the topic is of great concern to the Ss? Segregation and vivisection were the topics in comparing pretest-treatment interaction. 224 college students plus 100 others were used as Ss. "Apparently, an attitudinal pretest has no effect on the reception of a succeeding persuasive communication within the limits of involvement of S with the topical continuum represented by vivisection . . . at one point and ethnic prejudice at another."—J. W. Russell.

6741. Levitt, E. E. **The basic philosophy of experimentation.** *Smith Coll. Stud. soc. Wk.*, 1959 (Oct), 30, 63-72.—Scientific method includes the following: verifiability, operational definition of crucial definitions, statistical analysis of results, and phrasing of conclusions in terms of probabilities.—G. Elias.

6742. Miles, Guy H. (U. Minnesota Medical School) **Modification of a commonly used source of electric shock.** *J. Psychol.*, 1960(Apr), 49, 233-234.—One of the most commonly used methods for administering electric shock is to place S in the secondary circuit of an isolation transformer. Since the sensation produced will vary from shock to shock, the shock apparatus must be modified if it is to be satisfactory for use in most experiments. Such modification is simple. A paper capacitor placed across the transformer secondary bypasses the spike voltage without seriously affecting the 60 cycle AC voltage level.—C. Murchison.

6743. Pool, Ithiel de Sola. (Massachusetts Inst. Technology) **Trends in content analysis.** Urbana, Illinois Press, 1959. 243 p. \$7.50.—A collection of 6 papers reporting theoretical treatment and practical application of modern content analysis to: the study of German wartime propaganda (Alexander George), Goebbels' diary and psychotherapy protocols (Charles Osgood), correlating speech disturbances with anxiety (George Mahl), statistical contingency between symbols in folklore (Sol Saporta and Thomas Sebeok), classification of objectives in folk stories (Robert Armstrong), and the resolution of biographical and historical interpretations (John Garraty). Pool summarizes the work of the other contributors and the current trends.—K. J. Hartman.

6744. Rambo, W. W. (Oklahoma State U.) **The effects of partial pairing on scale values derived from the method of paired comparisons.** *J. appl. Psychol.*, 1959 (Dec), 43, 379-381.—How can the measurement of attitudes and opinions, by the use of scales involving the method of paired comparisons, be improved? An attempt was made to describe the relationship between scale values derived from partial and complete paired comparison judgments. "One complete and five partial pairing schedules were used, and 60 Ss, who had been randomly assigned to one of these six conditions, scaled the names of 30 nationality groups. The results of the study indicated that partial pairing scale values rather closely approximated those obtained from a complete pairing when the number of observations was reduced as much as 50% of the complete pairing matrix. Beyond this point further reduction seemed to yield a more drastic modification in the scale values obtained. The rating task implications of partial pairing were discussed."—J. W. Russell.

6745. Tepenitsyna, T. I. (Experimental Inst. Aviation Medicine, Moscow, Russia) **Analiz oshibok pri issledovanii vnimaniia metodom korrekturnoi proby.** [Analysis of errors in investigating attention by the method of the correction test.] *Vop. Psikh.*, 1959, 5 (5), 145-153.—Results are presented of an analysis of the errors made by 95 aviators in the course of experiments on attention employing the method of the correction test. It is shown that, in evaluating the performance of tested Ss, it is necessary to take into account not only the total number of mistakes, but also their distribution throughout the experimental period. The influence of the Ss' attitude on the results obtained in the correction test is also investigated. "In spite of sufficient reliability of the experimental procedure, a stimulation of interest on the part of the subjects usually brings about much better results"—a fact which is too often overlooked in analyzing data.—I. D. London.

6746. Trotter, J. R. (U. Edinburgh) **Apparatus for calculating histograms from mynographic records.** *Amer. J. Psychol.*, 1960 (Mar), 73, 137-138.—R. H. Waters.

NEW TESTS

6747. Allport, Gordon W., Vernon, Philip E., & Lindzey, Gardner. **Study of values.** (3rd ed.) Group, college level adults, 1 form, untimed, 20 min. Specimen set (\$60). Boston, Mass.: Houghton Mifflin, 1960.—(see 27: 7472) A measure of the rela-

tive prominence of 6 basic interests or motives in personality. Test items are unchanged from the 1951 revision but the score sheet and norms are improved. The manual presents split-half and repeat reliability coefficients and value intercorrelations. Norms are given for the sexes, for several collegiate populations, and for numerous occupational groups.—R. L. McCornack.

6748. Brown, James I. (U. Minnesota) **The Nelson-Denny Reading Test.** (Rev. ed.) Group, Grades 9-16, Forms A & B, 30 min. Test booklets (\$3.75 for 35), self-marking answer sheets (\$2.25 for 35), IBM answer sheets (\$2.91 for 100), scoring keys (\$42), class record sheets (\$.84 for 35), profile sheets (\$1.20 for 35), specimen set (\$1.00). New York: Houghton Mifflin, 1960.—A measure of silent reading ability. Vocabulary and comprehension subtests were thoroughly revised, and a new reading rate score was added. Manual, 30 pages, includes directions for administration and scoring, percentile grade and grade equivalent norms, special adult norms for reduced time limits for superior students and adults, equivalent-forms reliability, standardization and development data, correlations with other tests, and a discussion of the test's uses.—R. L. McCornack.

6749. De Renzi, E. **Un test semeiotico per l'afasia e per le funzioni connesse.** [A diagnostic test for aphasia and connected functions.] *Arch. Psicol. Neurol. Psichiat.*, 1960 (Feb), 21, 17-64.—Description of a test for aphasia, apraxia, and agnosia made up by 54 items and scored on a 3-point scale.—L. L'Abate.

6750. Edwards, T. Bentley, & Wilson, Alan B. (U. California, Berkeley) **The development of scales of attitudinal dimensions.** *J. exp. Educ.*, 1959 (Sep), 28, 3-36.—Attitude scales of 30 items each were constructed to measure the following 6 dimensions: prudent vs. theoretic, prudent vs. immediate, prudent vs. aesthetic, theoretic vs. immediate, theoretic vs. aesthetic, and aesthetic vs. immediate. After editing, use of item analysis, and a modified Guttman scaling procedure, 6 scales of 12 items each were obtained. The instrument is reported to have validity "based upon its internal cumulative structure, for the rank ordering of individuals along the six continua."—E. F. Gardner.

6751. Terman, Lewis M., & Merrill, Maud A. (Stanford U.) **Stanford-Binet Intelligence Scale: Manual for the third revision, Form L-M.** Boston, Mass.: Houghton Mifflin, 1960. xi, 363 p. \$5.00.—This revision results from a selection of the best items from Forms L and M, using increase in percent passing with age and item-total score correlation as criteria. Some items have new scoring directions, have been relocated, or redrawn. The IQ tables, now extended to age 18, yield deviation or standard score IQs, thus eliminating differences in variability from age to age. Administration and scoring directions have been revised and clarified. In addition, there are brief descriptions of earlier revisions, description of the development of the 3rd revision, tables for converting conventional IQs to the revised ones, and comparison data on each item for 1937 and 1960.—D. R. Krathwohl.

STATISTICS

6752. Adams, James F. (Temple U.) **Test item difficulty and the reliability of item analysis methods.** *J. Psychol.*, 1960(Apr), 49, 255-262.—9 methods of item analysis (U-L 27%, U-L 10%, phi, tetrachoric r , tetrachoric r corrected for nonmedian dichotomization, biserial r , point biserial r , the t -ratio, and the discrimination index) are evaluated with respect to the effect of test item difficulty on the reliability of the methods. Phi and the U-L 27% method were found to be about as reliable as the more time consuming methods and are suggested as being adequate for most situations. Tetrachoric r and the U-L 10% method were the least reliable of the methods examined. A frequently overlooked factor in item analysis is the shape of the criterion score distribution. All the methods of item analysis examined are affected by this factor.—Author abstract.

6753. Baggaley, Andrew R. (U. Wisconsin) **Some remarks on scales of measurement and related topics.** *J. gen. Psychol.*, 1960(Jan), 62, 141-145.—A subdivision of Stevens' nominal scale into dichotomous and categorical scales is proposed, some of the advantages claimed for nonparametric statistics are questioned, and the proposition is advanced that most psychological tests measure on an interval scale.—Author abstract.

6754. Bechtoldt, Harold P. (State U. Iowa) **Comments on "Intraclass Correlation vs. Factor Analytic Techniques for Determining Groups of Profiles."** *Psychol. Bull.*, 1960(Mar), 57, 157-162.—"A few of the more fundamental misconceptions or technically incorrect statements contained in the paper by Haggard et al. [see 34: 131] . . . have been noted. Other technically questionable discussions include the authors' presentation of the orthogonal centroid method . . . the possible assignment of cases to groups defined by factor analytic methods . . . and the testing of statistical hypotheses using sets of related observations."—W. J. Meyer.

6755. Binder, Andrew. (Indiana U.) **Considerations of the place of assumptions in correlational analysis.** *Amer. Psychologist*, 1959(Aug), 14, 504-510.—The arguments of Nefzger and Drasgow (see 33: 2530) that it was not necessary to assume normality to compute Pearson's r "are not well supported at many points and inaccurate at others." Weaknesses of the Nefzger and Drasgow presentation are considered. Major topics are: The Role and Uses of Mathematical Models, Correlational Models, The Model of Nefzger and Drasgow, The Literature on Correlation. "The model for correlation presented by Nefzger and Drasgow is neither developed nor presented in a precise way. . . some . . . statistical statements and arguments dealing with the model are in error. The writers have misinterpreted some of the literature on correlation."—S. J. Lachman.

6756. Boneau, C. Alan. (Duke U.) **The effects of violations of assumptions underlying the t test.** *Psychol. Bull.*, 1960(Jan), 57, 49-64.—There has been an increase lately in the use of the frequently less powerful nonparametric statistical techniques particularly when the data do not meet the assumptions for t or analysis of variance. By means of

empirical analysis and a mathematical frame of reference it is demonstrated that the probability values for both t , and by generalization for F are scarcely influenced when the data do not meet the required assumptions. One exception to this conclusion is the situation where there exists unequal variances and unequal sample sizes. In this case the probability values will be quite different from the nominal values. 22 refs.—W. J. Meyer.

6757. Bush, Robert R., & Estes, William K. (Eds.) **Studies in mathematical learning theory.** Stanford, Calif.: Stanford Univ. Press, 1959. viii, 432 p. \$11.50.—Recent developments in the analysis and application of mathematical learning theory are discussed in this integrated collection of research papers. A critical analysis of these papers requires a high degree of mathematical sophistication. Part I considers extensions and modifications of "statistical learning theory" or "stimulus-sampling models." Component and pattern types of models are interpreted as Markov processes. Applications of the general stimulus-sampling approach to specific experimental problems include: serial discrimination, mediated generalization, vicarious trial-and-error behavior, and latency distributions. In Part II, numerous stochastic properties of linear models are explored. Linear models are analyzed as a broad class and are applied to 2-person interaction and to a series of animal experiments. Part III presents extensions of the general stochastic model approach and comparisons of several models. A general survey and classification of learning models concludes the papers.—D. Y. Cornog.

6758. Chatterjea, R. G., & Kundu, Ramanath. (Calcutta U., India) **Construction of a psychological scale of weight from fractionation data.** *Brit. J. Psychol.*, 1960(Feb), 51, 61-65.—Comparison weights were presented to 25 Ss in 2 ways and a subjective scale of weight constructed. The subjective weight corresponding to the physical weight of 100 gm. was taken as the unit of subjective weight and termed as 1 veg. An empirical equation relating physical and subjective weights was deduced.—C. M. Franks.

6759. Cohen, Jacob. (New York U.) **A coefficient of agreement for nominal scales.** *Educ. psychol. Measmt.*, 1960, 20, 37-46.—"A coefficient of interjudge agreement for nominal scales, $k = (P_o - P_e) / (1 - P_e)$, is presented. It is directly interpretable as the proportion of joint judgments in which there is agreement, after chance agreement is excluded. . . . The maximum value which k can take for any given problem is given, and the implications of this value to the question of agreement discussed." Standard error and techniques for estimation and hypothesis testing are presented.—W. Coleman.

6760. Croxton, Frederick E. **Elementary statistics with applications in medicine and the biological sciences.** New York: Dover, 1959. 376 p. \$1.95.—An introduction to statistics leading from basic terms and concepts to the analysis of variance. Linear, nonlinear, and multiple correlations are included. A glossary of all symbols used in a chapter aids in a quick orientation about particular topics. For the beginner the use of tables is made easier by small graphs illustrating which part of the distribution is represented in the table.—W. J. Koppitz.

6761. Cureton, Edward E. (U. Tennessee) **The rearrangement test.** *Educ. psychol. Measmt.*, 1960, 20, 31-35.—In scoring a rearrangement test, "the score should be a function of the correlation between the key ranking and the student's ranking." A table is provided for rearrangement scoring of 3 to 20 items. The Spearman Footrule formula was used to prepare the table.—W. Coleman.

6762. Dubnick, Lester, & Mitzel, Harold E. (Municipal Colleges, NYC) **Obtaining percentile ranks to interval mid-points with the IBM accounting machine.** *Educ. psychol. Measmt.*, 1960, 20, 185-191.—Use of the IBM 402 Accounting Machine for preparing tables of the percentile ranks (PR) norms is described. Progressive digitizing and digit emission are combined to provide PR tables. The method permits calculation of the PR to the mid-points of score intervals instead of to the upper limits.—W. Coleman.

6763. Ezekiel, Mordecai, & Fox, Karl A. (Food & Agriculture Organization, United Nations) **Methods of correlation and regression analysis: Linear and curvilinear.** (3rd ed.) New York: John Wiley, 1959. xv, 548 p. \$10.95.—This revision of Ezekiel's *Methods of Correlational Analysis* (see 16: 848) now includes material on solutions of simultaneous equations, the relation of analysis of variance to regression problems, the current treatment of standard errors in multiple regression, and the treatment of error formulas for time series. The material is presented in 7 major sections: Introductory Concepts (4 chapters), Simple Regression (5 chapters), Multiple Linear Regressions (4 chapters), Multiple Curvilinear Regressions (3 chapters), Significance of Correlation and Regression Results (4 chapters), Miscellaneous Special Regression Methods (4 chapters), and Uses and Philosophy (2 chapters).—C. V. Riche.

6764. Ghiselli, Edwin E. (U. California, Berkeley) **The prediction of predictability.** *Educ. psychol. Measmt.*, 1960, 20, 3-8.—The difference between standard predictor scores, z_p , and standard criterion scores, z_c , is termed D. When the r between predictor and criterion scores is low, D has a larger range. Thus, if a 2nd test can be found having a substantial relationship with D, predictability scores can be developed. Predictability scales were extracted from the predictor inventory used. The predictability score provides a means for indicating the value of the predictor score of each individual.—W. Coleman.

6765. Haggard, Ernest A. (U. Illinois) **Reply to Professor Bechtoldt's critique.** *Psychol. Bull.*, 1960 (Mar), 57, 163-164.—The issues raised in Bechtoldt's paper (see 34: 6754) are answered.—W. J. Meyer.

6766. Heermann, Emil Francis. (Ohio State U.) **The validation of factor names by an item factor analysis.** *Dissertation Abstr.*, 1959 (Dec), 20, 2374.—Abstract.

6767. Hjelm, Howard F. (George Peabody Coll. Teachers) **An empirical investigation of the effects of nonnormality upon the sampling distributions of the product moment correlation coefficient.** *Dissertation Abstr.*, 1959 (Dec), 20, 2397-2398.—Abstract.

6768. Humphreys Lloyd G. (U. Illinois) **Note on the multitrait-multimethod matrix.** *Psychol. Bull.*, 1960 (Jan), 57, 86-88.—It has been stated elsewhere by Campbell and Fishe (see 34: 103) that trait validity values should be higher than the correlations among different traits measured by the same method. An analysis of this criterion suggests that its importance is dependent upon the number of different methods that can be used to measure the trait.—W. J. Meyer.

6769. Iker, Howard P. (U. Rochester) **Item analysis on the augmented IBM 650 using a continuous criterion variable.** *Educ. psychol. Measmt.*, 1960, 20, 153-162.—2 item analysis programs for an augmented IBM 650 are described. The programs will find both biserial and point-biserial r's from a series of dichotomies against a single continuous criterion variable. The programs will compute from 1 to 70 r's per data run for up to 10,000 cases. Information is provided on machine procedure, minimum equipment, operating procedure, programing, and mathematical methods.—W. Coleman.

6770. Iker, Howard P. (U. Rochester) **Item analysis on the augmented IBM 650 using a dichotomous criterion variable.** *Educ. psychol. Measmt.*, 1960, 20, 163-170.—For item analysis phi coefficients and χ^2 's from a series of dichotomies are computed against a 2nd dichotomy. "The program will calculate and punch ϕ , the corresponding χ^2 , the number of observations or subjects in each of the cells of the contingency table . . . and the total number of observations (N_x) on which the coefficient is actually based." Missing measures are by-passed by the program. Descriptions of machine procedure, necessary programing information, and mathematical methods are included.—W. Coleman.

6771. Iker, Howard P. (U. Rochester) **Item analysis on the augmented IBM 650 using a dichotomous criterion variable.** *Educ. psychol. Measmt.*, 1960, 20, 171-179.—This program "is designed for the efficient checking of group mean-differences and/or for the computation of group-parameters." The program will find either biserials or t's for 1 to 20 continuous variables per data run and will accommodate up to 10,000 cases. Machine and programing procedures are described along with the mathematical methods.—W. Coleman.

6772. Kaiser, Henry F. (U. Illinois) **The application of electronic computers to factor analysis.** *Educ. psychol. Measmt.*, 1960, 20, 141-151.—Electronic computers facilitate greatly carrying out factor analysis. Computers will help in solving the communality problem and the question of the number of factors as well as the question of arbitrary factoring and the problem of rotation. "Cloacal short-cuts will not be necessary and the powerful methods of Guttman will be feasible." A library of programs essential for factor analysis is described, and the use of medium sized computers as the IBM 650 deprecated for factor analysis.—W. Coleman.

6773. Kline, W. E. (Board Education, Baltimore County, Md.) **A synthesis of two factor analyses of intermediate algebra.** *Psychometrika*, 1959 (Dec), 24, 343-359.—18 algebra tests and 20 reference tests were administered to 2 classes. Each class contained 126 boys. 2 correlation matrices were cal-

culated and 12 centroid factors were extracted from each matrix by Thurstone's method. Tucker's technique was used to synthesize the 2 factor analyses. 5 factors had congruence coefficients above .80 and were therefore retained and rotated to simple structure in the congruent factor space. "... what serious consideration can be given to the factor loadings in a single factor analysis by the Thurstone multiple-factor technique, if in two studies almost identical in nature only five of the twelve factors are congruent?" The 5 congruent factors were named: verbal comprehension, deductive reasoning, algebraic manipulative skill, number ability, and adaptability to a new task. Tests of inductive reasoning, rote memory, spatial visualization, and fluency of expression were in the battery but the corresponding factors did not appear in the congruent factor space.—A. Lubin.

6774. Lord, Frederic M. An approach to mental test theory. *Psychometrika*, 1959 (Dec), 24, 283-302.—5 true-score models are given. All of them assume that the error of measurement has an expected value of zero. (a) The matched-forms model adds the assumption that the true score is the same on each form, therefore the k th moment of the true scores is equal to the average product of the raw scores on k matched forms. (b) The rationally-equivalent-forms model further assumes that, given one form of a test, rationally equivalent forms can be constructed such that the average item covariance between forms would equal the average interitem covariance of the given form. If, further, the true score is defined as the average of an infinite number of such rationally equivalent forms, then the true-score moments can be estimated from the item statistics on the given form. (c) Lord's item-sampling model rests on entirely different assumptions: the items in a given test are a random sample from a universe of items, and the true score of an S is the probability that he will answer any item of the universe correctly. (d) The Gaussian error model assumes that errors of measurement are normally distributed with constant variance. However this model can never fit exactly if the observed score is a discrete variable, e.g., number-of-correct-items. (e) Lord's binomial error model assumes that the observed scores have a binomial distribution for any fixed true score and is therefore appropriate for discrete variables like number-correct scores. The binomial-error model and the rationally-equivalent-forms model lead to the same equations for estimating true-score moments from observed-score moments, but differ in their estimating equations for product-moments of true-scores and observed-scores. 37 refs.—A. Lubin.

6775. Lunneborg, Clifford Earl, Jr. (U. Washington) Dimensional analysis, latent structure, and the problem of patterns. *Dissertation Abstr.*, 1960 (Apr), 20, 4186.—Abstract.

6776. Mayo, Samuel T. (Loyola U., Chicago, Ill.) Toward strengthening the contingency table as a statistical method. *Psychol. Bull.*, 1959 (Nov), 56, 461-470.—The contingency method is examined in terms of such issues as small samples, indices of relationship, computational procedures, higher order interactions, and specification of hypotheses. Techniques presently described have improved the interpretation of contingency data, provided a means of

quantifying qualitative data, and have contributed to the analysis of more complex problems such as pattern analysis. 45 refs.—W. J. Meyer.

6777. Murdock, B. B., Jr., & Cook, C. D. On fitting the exponential. *Psychol. Rep.*, 1960, 6, 63-69.—"Although exponential functions are often used in psychology, the standard techniques for fitting the exponential do not appear to be common knowledge among psychologists. This paper distinguishes three different forms of the exponential function and discusses five methods of solving for the constants."—C. H. Ammons.

6778. Nowak, Stefan. (U. Warsaw, Poland) Some problems of causal interpretation of statistical relationships. *Phil. Sci.*, 1960 (Jan), 27, 23-38.—The typology of causal relations is established in terms of sufficient and necessary connections and combinations thereof. Statistical relationships may be derived for each causal type. Spurious independence, spurious correlation, and Kendall's and Lazarsfeld's typology of statistical operations are treated in the established context.—M. B. Turner.

6779. Prokhovnik, S. L. (U. New South Wales, Australia) Pattern variants on a square field. *Psychometrika*, 1959 (Dec), 24, 329-341.—In certain experiments on pattern recognition, configurations have been generated by blacking in a random selection of cells in a square grid. If p cells are selected, the number of unique configurations generated equals the number of ways of placing p identical counters on a grid containing m^2 cells where configurations that can be rotated and/or reflected into one another are considered identical. Group theory yields an exact solution which can be extended to the case where there are 2 or more types of counters.—A. Lubin.

6780. Schutz, William C. (Harvard U.) The Little Jiffy Correlator: A simple technique for a complex analysis of large numbers of measures on the same individuals. *Educ. psychol. Measmt.*, 1960, 20, 111-118.—Use of the Little Jiffy Correlator is based on the phi coefficient with the derivation shown. Use of the device is illustrated and its application to linear, U-shape, N-shaped, and interactive correlation as well as for item analysis encouraged. Tables are provided for converting frequency scores obtained with the correlator converted to product-moment correlations through the use of the phi coefficient.—W. Coleman.

6781. Siegmann, Philip John. (Ohio State U.) A comparison of factor analysis with Guttman's scaling technique. *Dissertation Abstr.*, 1960 (Feb), 20, 3368-3369.—Abstract.

6782. Vanderplas, James M. (Washington U., St. Louis, Mo.) Some tests of significance of multivariate data. *J. gen. Psychol.*, 1960 (Apr), 62, 257-268.—A discussion is presented of 2 multivariate statistical methods together with an example of psychological studies to which they are applicable, along with a working example of each method. The methods are (a) Hotelling's T^2 , a multivariate test based on generalization of Student's t , and (b) multivariate analysis of variance, for single classification. References are provided for extensions of the methods and to related methods.—Author abstract.

6783. Webster, Harold. (U. California, Berkeley) A generalization of Kuder-Richardson reliability

bility formula 21. *Educ. psychol. Measmt.*, 1960, 20, 131-138.—A general reliability measure is derived corresponding to a formula derived by Horst in 1949 (see 24: 22), but using different assumptions. Evidence is adduced that it is undesirable to isolate item effect variance. Variance associated with items, distinct from that for persons, is pooled with other error variance. 16 refs.—*W. Coleman.*

6784. **Weiner, I. B.** (U. Rochester) **A note on the use of Mood's likelihood ratio test for item analyses involving 2×2 tables with small samples.** *Psychometrika*, 1959 (Dec), 24, 371-372.—*A. Lubin.*

6785. **Wyatt, Dale Ford.** (Ohio State U.) **An evaluation of two factor analysis approximation methods.** *Dissertation Abstr.*, 1960 (Jan), 20, 2897.—Abstract.

6786. **Zajonc, Robert B., & Smoke, William H.** (U. Michigan) **Redundancy in task assignments and group performance.** *Psychometrika*, 1959 (Dec), 24, 361-369.—Let H items of information be given to a group of N individuals. Each individual is responsible for a subset of H items. Each item is assigned to a subset of N individuals. How should these assignments be made so as to maximize the probability that each item will be recalled by at least one member of the group? It is assumed that each group member works independently. If all items have equal difficulties and all individuals have the same recall ability, the result is independent of N and H . If individual differences are allowed, fewer items are assigned to the less able members.—*A. Lubin.*

(See also Abstracts 6729, 6746(b))

REFERENCE WORKS

6787. **Bass, Harry B. (Ed.)** **Derstungs ensiklopedie.** [Encyclopedia of education.] New York: Congress of Jewish Culture, 1957, 1959. 3 vols.—Among the topics of psychological interest receiving extended treatment are: (Vol. I) aggressiveness in children and adolescents, identification, individual psychology, intelligence, Jewish intelligence, operationalism, apperception, acculturation, reward and punishment, behaviorism; (Vol. II) genius and talent, remembering and forgetting, habit, gestalt psychology and the history of education, group-belongingness, group psychotherapy; (Vol. III) democratic leadership, thinking, defective children, child development according to Gesell. Psychologists participating (or whose previously published works are reprinted) in these volumes include Benjamin Wolman, L. S. Vigotski, Kurt Lewin, Irving Sarnoff, A. A. Roback, Arthur I. Gates, and S. R. Slavson. 7 additional volumes are expected.—*J. A. Fishman.*

6788. **Gowan, J. C.** (San Fernando Valley State Coll.) **A comprehensive annotated bibliography of writings on the education of gifted children.** *J. psychol. Stud.*, 1959, 11 (Suppl. No. 7), 1-32.—*M. S. Mayzner.*

6789. **Heiser, Karl F.** **Specialist services in psychology.** *Pastoral Psychol.*, 1960 (Jan), 10 (100), 37-48.—This listing is from the Directory of American Psychological Services.—*A. Eglash.*

6790. **Hungerland, Helmut. (Ed.)** **Selective current bibliography for aesthetics and related fields, January 1, 1958-December 31, 1958.** *J. Aesthet. art Crit.*, 1959, 17, 539-556.—*P. R. Farnsworth.*

6791. **Hungerland, Helmut. (Ed.)** **Selective current bibliography for aesthetics and related fields, January 1, 1959-December 31, 1959.** *J. Aesthet. art Crit.*, 1960, 18, 542-557.—*P. R. Farnsworth.*

6792. **Jefferson, Geoffrey.** **Memories of Hugh Cairns.** *J. Neurol. Neurosurg. Psychiat.*, 1959 (Aug), 22, 155-166.—The first Hugh Cairns Memorial Lecture delivered at the London Hospital in October 1958. A review of Cairns' work and history of the Nuffield Professorships; appended is a full bibliography of Cairns' collected papers 1925-52.—*M. L. Simmel.*

6793. **Kelsey, C. E., Jr.** (U. Denver) **Group counseling: An annotated bibliography.** *J. psychol. Stud.*, 1960, 11, 84-92.—*M. S. Mayzner.*

6794. **Landes, Bernard A.** (Texas Technological Coll.) **Selected bibliography on voice disorders.** *J. speech hear. Dis.*, 1959, 24, 285-299.—A selected bibliography attempting to present representative articles of both historical and practical interest on the problems of voice disorders.—*M. F. Palmer.*

6795. **Lewis, Donald J.** (Louisiana State U.) **Partial reinforcement: A selective review of the literature since 1950.** *Psychol. Bull.*, 1960 (Jan), 57, 1-28.—Available studies concerned with the effects of partial reinforcement on extinction have so far failed to uncover parametric laws. Though the studies cited include a large number of variables only a few investigators have been concerned with how one variable relates to another along the entire range of both variables. The foregoing research strategy is necessary in order to be able to describe the desired parametric laws. 109 refs.—*W. J. Meyer.*

6796. **Mayo, S. T.** (Loyola U., Chicago) **Supplemental bibliography of Testing and the Use of Test Results.** *J. psychol. Stud.*, 1960, 11, 93-100.—*M. S. Mayzner.*

6797. **Topetzes, Nick J., & Horvat, Henry R.** **Definitions of professional terms in educational psychology.** Dubuque, Ia.: William C. Brown, 1959. vi, 116 p. \$1.50.—Explanation for undergraduates of the meaning of about 8500 terms found in educational psychology.

6798. **Weitzenhoffer, A. M.** (Stanford U.) **A bibliography of hypnotism in pediatrics.** *Amer. J. clin. Hypnosis*, 1959 (Oct), 2, 92-93.—*M. V. Kline.*

ORGANIZATIONS

6799. **American Psychological Association.** **Program of the sixty-seventh annual convention of the American Psychological Association: September 3-9, 1959, Cincinnati, Ohio.** *Amer. Psychologist*, 1959 (Jul), 14, 333-468.—Titles and abstracts of papers and symposia are presented. The APA Day Program is outlined. Meetings including business meetings, presidential addresses, and social functions are indicated. Index of sponsored programs and index of participants.—*S. J. Lachman.*

6800. **American Psychological Association, Policy and Planning Board.** **The problem of divisional structure.** *Amer. Psychologist*, 1959 (Aug), 14, 489-496.—Dissatisfaction has been expressed with APA divisional structure. "It is often said, with some accuracy, that we have no divisional structure; we have a disorderly array of divisions." The

APA Council was reluctant to admit Division 22 and asked the Policy and Planning Board to continue to study the problem. "The 1959 . . . Board has completed its study. It is unanimously opposed to any forced change in the existing divisional structure. The pursuit of orderliness is superficially attractive but unnecessary and potentially dangerous." Major topics are: The Purposes and Functions of APA (APA Board of Committees, The State Associations, The Divisions), Previous Proposals for Divisional Reorganization, Problems Associated with a Large and Growing Number of Divisions. 17 refs.—S. J. Lachman.

6801. Anon. *Rezoliutsiia I S"ezda obshchestva psikhologov*. [Resolution of the first Conference of the Society of Psychologists.] *Vop. Psikhol.*, 1959, 5(5), 181-187.—The first general conference of the Society of Psychologists passed a resolution in 1959 which commented on the positive achievements of Soviet psychology and detailed its failures, shortcomings, and oversights. The resolution marked out problem areas for future concentration and recommended certain practical and organizational measures to ensure the proper direction of research effort.—I. D. London.

6802. Brown, William H. (U. Utah) *Proceedings of the twenty-ninth annual meeting of the Rocky Mountain Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 579-580.—S. J. Lachman.

6803. Cobb, Beatrix. (Lubbock, Tex.) *Proceedings of the sixth annual meeting of the Southwestern Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 581-583.—S. J. Lachman.

6804. Farber, I. E. (State U. Iowa) *Proceedings of the thirty-first annual meeting of the Midwestern Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 561-569.—S. J. Lachman.

6805. Gray, Susan W. (George Peabody Coll. Teachers) *Proceedings of the fifth annual meeting of the Southeastern Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 584-589.—S. J. Lachman.

6806. Keshalo, Dan R. (Florida State U.) *Proceedings of the fifty-first annual meeting of the Southern Society for Philosophy and Psychology*. *Amer. Psychologist*, 1959 (Sep), 14, 590-591.—S. J. Lachman.

6807. Palmer, Francis H. (U. California, Berkeley) *Proceedings of the thirty-ninth annual meeting of the Western Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 553-560.—S. J. Lachman.

6808. Rush, Carl H. (Ted Bates & Co.) *Proceedings of the thirtieth annual meeting of the Eastern Psychological Association*. *Amer. Psychologist*, 1959 (Sep), 14, 570-578.—S. J. Lachman.

6809. Russell, Roger W. *APA's Central Office: Its organization and functions*. *Amer. Psychologist*, 1959 (Aug), 14, 511-519.—The recent growth of American psychology and of the American Psychological Association Central Office are discussed. Major sections are: Functional Organization of the Central Office (Office of the Executive Secretary, Administrative Services, Education and Training, Membership and Legislative Services, Publications,

Public Information, State and Professional Affairs), Personnel Policies and Practices, And in the Future. "Central Office functions are primarily those of administering the detailed affairs of the association and of providing services to its members. The Central Office does not establish policy; rather, it assists in implementing policies approved by the association's legislative body, the Council of Representatives."—S. J. Lachman.

6810. *Universita Cattolica del Sacro Cuore, Istituto di Psicologia. Contributi dell'Istituto di Psicologia, Serie XXII. Vol. 48.* [Contributions of the Institute of Psychology, Series 22. Vol. 48.] Milan, Italy: Vita e Pensiero, undated. 371 p.—Topics covered are: subjective probability, motivation, interviewing, visual recognition, labor mobility, professional choice in medicine, vocal pitch and reading rate, errors in testimony, estimate of error in multiple regression problems, motivational research, esthetic discrimination in perceptual configurations, adaptation to change in older workers, level of aspiration, leadership in industry, flicker fusion, use of testing in psychotherapy, human factors in automation, subjective scaling, expectancy in perception, and uncertainty.—G. A. Green.

HISTORY & BIOGRAPHY

6811. Ancona, Leonardo. (Catholic U. Milan, Italy) *Agostino (Edoardo) Gemelli: 1878-1959*. *Amer. J. Psychol.*, 1960 (Mar), 73, 156-159.—Obituary and portrait.—R. H. Waters.

6812. Anon. *Vera Viacheslavovna Iakovleva Zh. vyssh. nervn. Deiatel.*, 1959, 9, 796.—In June 1959 V. V. Iakovleva died. A co-worker of Pavlov, she is noted for her work on the conditioned reflex.—I. D. London.

6813. Binswanger, L. (Kreuzlingen, Switzerland) *Victor von Gebattel. Jb. Psychol. Psychother.*, 1959, 6, 305-316.—(see 34: 6827) An address given at the University of Wuerzburg on June 6, 1958 by invitation of the medical faculty on the occasion of the celebration of the 75th birthday of Victor von Gebattel. The speaker traces the historical development of Gebattel's contribution to the theory of personality and to psychotherapy. The theories of the celebrant are compared with those of others, such as Freud, Jung, Sartre, Husserl, Heidegger, Kraepelin and Bleuler. Special attention is given to Gebattel's unique contributions to existential therapy.—V. J. Bieliauskas.

6814. Bromberg, Walter. (Sacramento, Calif.) *The mind of man: A history of psychotherapy and psychoanalysis*. New York: Harper, 1959. xxi, 344 p. \$1.95.—A paperback edition of a work originally published under the title of *Man above Humanity: A History of Psychotherapy* (see 29: 976).

6815. Critchley, Macdonald. (London, England) *Broca's contribution: Reviewed a century later. J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 344-345.—Summary of a paper presented at the 59th meeting of the Society of British Neurological Surgeons.—M. L. Simmel.

6816. de Andrade Cunha, W. H. *A psicologia na filosofia de Dilthey: Algumas notas sobre a história dos métodos e classificação do objeto na*

psicologia. [Psychology in Dilthey's philosophy: Some notes on history of methods and classification of the object of psychology.] *Bol. Psicol., Sao Paulo*, 1959, No. 37, 10-27.—Dilthey wanted to complete the work of Kant, creating a knowledge theory of spiritual sciences. He wanted to give these sciences a secure foundation and said this task belongs to psychology. A detailed analysis of Dilthey's ideas is presented and the author considers the value of Dilthey to psychology.—*N. P. Mejias.*

6817. **Freud, Anna.** *Child observation and pre-diction of development.* *Psychoanal. Stud. Child*, 1958, 13, 92-124.—A memorial lecture in honor of Ernst Kris discusses his suggestion that longitudinal observations along with the reconstructive material from analysis may help determine "which therapeutic steps are appropriate to each age level and its disturbance, or to each typical group of disturbances." 24 refs.—*E. L. Robinson.*

6818. **Hall, Bernard H. (Ed.)** *A psychiatrist's world: The selected papers of Karl Menninger, M.D.* New York: Viking, 1959. xxvi, 931 p. \$10.00.—A collection of 80 of Menninger's formal and informal papers, some reading notes, and a poem—some printed here for the first time—spanning the years 1919-59. The 6 parts of the book range widely over the following areas: (a) "The Man," (b) "The Clinician" (including subsections titled "Studies of Psychological Reactions to Infectious Diseases," "Neurological Studies," "Studies of Clinical Syndromes," "Psychosomatic Studies," "Studies of Self-Destructiveness," and "Diagnostic and Treatment Methods"), (c) "The Theorist," (d) "The Teacher" (with subsections titled "Public Education," "Medicine and Psychiatry," and "Psychiatric Education"), (e) "The Psychiatrist Afield" (with subsections titled "Crime and the Law," "Schools," and "Religion"), and (f) "The Historian of Psychiatry." 17 p. bibliog.—*G. Y. Kenyon.*

6819. **Hughes, H. Stuart.** (Harvard U.) *Consciousness and society: The reorientation of European social thought.* New York: Knopf, 1958. xi, 433 p. \$6.00.—A detailed historical analysis of the intellectual contribution of the main social thinkers in Europe from 1890-1920. Starting with a discussion of the revolt against positivism in the 1890's, it interprets a succession of social philosophies and ideas which have been contributed by such thinkers as Bergson, Freud, Sorel, Croce, Durkheim, and Weber. These various thinkers "were all in their different ways striving to comprehend the newly recognized disparity between external reality and internal appreciation of that reality." Also included are historical analyses of such literary figures as Gide, Mann, Proust, and Pirandello, whose writings depicted society in the light of this new emphasis on consciousness.—*E. A. Rubinstein.*

6820. **Laughlin, Henry P.** (6800 Hillcrest Pl., Chevy Chase, Md.) *European psychiatry: England, Denmark, Italy, Greece, Spain, and Turkey.* *Amer. J. Psychiat.*, 1960 (Mar), 116, 769-776.—Notes of a representative of the American Psychiatric Association on a recent world tour are summarized concerning medicine and psychiatry in 6 European countries.—*N. H. Pronko.*

6821. **Maclay, W. S.** (Ministry of Health Bldg., London, England) *The new Mental Health Act in*

England and Wales. *Amer. J. Psychiat.*, 1960 (Mar), 116, 777-781.—*N. H. Pronko.*

6822. **Makovel'skii, A. O.** (Azerbaijani Acad. Sciences, Russia) *Benedikt Spinoza i ego mesto v istorii psikhologii.* [Benedict Spinoza and his place in the history of psychology.] *Vop. Psikhol.*, 1959, 5(5), 71-78.—Spinoza's psychological outlook and the role of his philosophy in the development of psychology are discussed. His handling of the psychophysical problem is critically treated. The problem of emotions in the works of Spinoza and the significance, ascribed there to the association principle in explaining the connections and origin of emotions, are also discussed.—*I. D. London.*

6823. **Minowski, E.** (St. Maclou, Switzerland) *Lettre-hommage au Professeur von Gebattel.* [A letter of appreciation to Professor von Gebattel.] *Jb. Psychol. Psychother.*, 1959, 6, 316-318.—(see 34: 6827) A personal recognition by this friend of long standing stresses Gebattel's contribution not only to psychiatry but also the humanistic approach to the understanding of human personality.—*V. J. Bielauskas.*

6824. **Schottlaender, Felix.** *Das Ich und seine Welt.* [The ego and its world.] Stuttgart, Germany: Ernst Klett, 1959. 348 p. DM 17.80.—A collection of the author's last works plus earlier essays. These demonstrate the development of Schottlaender's thought from classical psychoanalytic concerns to an independent position which has much in common with present-day ego psychology and with existential psychiatry. In addition to the long title-paper (1950), the following titles appear: "The Problem of Compulsion Neurosis" (1937); "The Significance of the Mother in the Development of Male Homosexuality" (1935); "Loneliness, Polarization, and Dramatic Necessity" (1947); "The Ego and Its Determinants" (1951); "Biography and Technique" (1953); "Blinding by Pictures" (1956); "The Aspects of Neurosis" (1954); "The Problem of the Encounter in Psychotherapy" (1952); and "Human Knowledge and Human Love" (1946).—*G. A. Green.*

6825. **Shu-chen, Tuan, & Hui-chin, Chou.** *Soviet research in psychotherapy.* *Acta psychol. Sinica*, 1959, 3(5), 332-341.

6826. **Smirnov, A. A.** *Zadachi psikhologii v svete reshenii XXI S'ezda KPSS.* [The tasks of psychology in the light of the decisions of the XXI Congress of the Communist Party of the Soviet Union.] *Vop. Psikhol.*, 1959, 5(5), 7-28.—This paper reproduces the opening speech delivered to the Society of Psychologists, meeting in Moscow in 1959. The author, in the role of keynoter, calls for wholesale revisions within Soviet psychology to bring it in alignment with the needs and goals of the major programs of action decided upon by the XXI Congress of the Communist Party. Hereafter, Soviet psychology must pay great attention to the problems of schooling within the framework of the new school reforms and to related problems of urgency: vocational guidance, development of personality and respect for work, etc. In order to ensure greater productivity in industry, "engineering psychology" must be pursued. To guarantee the mental health of the people, "medical psychology" must be pushed and the antipathy of medical men to psychology done away with. To heighten the scientific level of research,

mathematical methods must be reintroduced and the old contempt for statistics overcome. Objective experimental research must replace the descriptive approach which, falsely generalizing, is characteristic of so much of contemporary work. The over-intellectualized approach to emotions must be abandoned in research on the affective life—a totally unexplored area in Soviet psychology. Appreciation of the "leading role of consciousness" should not depreciate the role of the unconscious in the behavior of men. Other criticisms and measures leading to major revisions within Soviet psychology are detailed.—*I. D. London.*

6827. **Strauss, E.** (Lexington, United States) **Victor Emil Freiherr von Gebattel zum 75 Geburtstag.** [To Victor Emil Freiherr von Gebattel on his 75th birthday.] *Jb. Psychol. Psychother.*, 1959, 6, 303-305.—A short biographical sketch of von Gebattel prepared as the introductory article for this volume which is dedicated primarily to Victor von Gebattel on the occasion of the celebration of his 75th birthday. (see 34: 6813, 6823)—*V. J. Bieliuskas.*

6828. **Zaidi, S. M. Hafeez.** (Pakistan Acad. Village Development) **Pakistan psychology.** *Amer. Psychologist*, 1959 (Aug.), 14, 532-536.—The background from which psychology is emerging in Pakistan as a separate discipline, its major trends as a continuation of the traditions of Indian psychology are discussed, and lines of research and problems currently being faced by Pakistan psychologists are also indicated. Major sections are: Background of Pakistan Psychology, Current Trends (Psychology Laboratory in Pakistan, Professional Organization, Professional Journals, Recent Trends), and Future Prospects. "With the present rate of growth of psychology, coupled with an unusual enthusiasm among the younger generation of psychologists, there is great hope that Pakistan psychology will soon catch up with the current developments in other countries."—*S. J. Lachman.*

6829. **Zilboorg, Gregory.** **Freud et la religion.** [Freud and religion.] *Suppl. Vie Spir.*, 1959, 12, 251-294.—Freud's religious beliefs are examined, using Jones' biography as a basis of evidence. All through his life, Freud manifested a profound fear of death, which was a reaction to the infantile wish for his little brother's death and the consequent guilt feelings. The religion which Freud attacked was a tissue of false, popular beliefs which were conveyed to him by his nurse in his youth. Until his death, Freud struggled against his own religious and spiritual impulses.—*W. W. Meissner.*

(See also Abstract 6792)

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

6830. **American Psychological Association, Education and Training Board, Task Committee.** **The role of the master's degree in doctoral training.** *Amer. Psychologist*, 1959 (Aug.), 14, 501-503.—The committee "would attempt to produce a scholarly psychologist well grounded in scientific method, theory, knowledge, and critique, as these pertain to the pursuit of a career in either scientific or applied psychology." They believe that "psychology can serve society best by reducing the amount of specialization

at the predoctoral level and by training the PhD. . . . A psychologist so trained will be able to adapt to the changing situation in a dynamic society." Major sections are: Implications for Psychology, Articulation of Nondoctoral and Doctoral Graduate Programs, and Recommendations. The APA Education and Training Board should have an annual article in the "American Psychologist" providing pertinent information on graduate training programs, graduate selection standards, and philosophy of graduate training.—*S. J. Lachman.*

6831. **Angers, William P.** **Clarifications toward the rapprochement between religion and psychology.** *J. indiv. Psychol.*, 1960, 16, 73-76.—Some problems are delineated and some suggestions are offered.—*A. R. Howard.*

6832. **Blain, Daniel; Potter, Howard, & Solomon, Harry.** (Letchworth Village, N. Y.) **Manpower studies with special reference to psychiatrists.** *Amer. J. Psychiat.*, 1960 (Mar.), 116, 791-797.—*N. H. Pronko.*

6833. **Chuan-long, Tsao.** **Is psychology to study the activities of human brain?** *Acta Psychol. Sinica*, 1959, 3(1), 17-21.

6834. **Finn, Michael H. P., & Brown, Fred.** **Training for clinical psychology.** New York: International Univer. Press, 1959. viii, 183 p. \$4.00.—A series of papers dealing with problems of training clinical psychology interns, from the proceedings of the Springfield-Mount Sinai Conferences on intern training in clinical psychology. Topics include: selection of interns, structure of the training situation, supervisory functions, research training during internship, and standards for evaluating training procedures. Also included are sections dealing with the role of the university in training of interns, supervision in social work, and various aspects of intern-supervisor interpersonal relationships.—*S. L. Freud.*

6835. **Helper, J. William.** (Butler U.) **On the teaching of experimental psychology.** *Amer. Psychologist*, 1959 (Oct.), 14, 638-641.—Criticisms point up the necessity of a new approach to experimental psychology. It is contended that "the primary functions of the laboratory should be (a) to stimulate and develop the creative talent of the student, (b) to give the student meaningful research experience, (c) to develop a general research orientation in the student. . . . The new content and goals of the experimental course require some changes in the teaching procedure, especially in the manner in which the laboratory is conducted. . . . The laboratory should . . . have a minimum of preplanned and formalized procedures." The laboratory should utilize the ideas and interests of students. The final part of the article describes a course based on the concepts indicated.—*S. J. Lachman.*

6836. **Hollender, Marc H.** (State U. New York, Syracuse) **The psychiatrist and the release of patient information.** *Amer. J. Psychiat.*, 1960 (Mar.), 116, 828-833.—The responsibilities of the hospital psychiatrist to agencies requesting information and/or recommendations concerning his patients are discussed.—*N. H. Pronko.*

6837. **Hyman, Stanley E.** (Bennington Coll.) **A critical look at psychology.** *Amer. Scholar*, 1960, 29, 21-29.—Psychology is a new management in an

old firm in that the humanities dealt with psychological topics since ancient times. Psychologists are too provincial. They do not know about the humanities or even the history of their own discipline and display philosophical shallowness. They greatly overspecialize and oversimplify while attempting to be scientific. Psychologists have an amazing tolerance and respect for charlatans and necromancers such as the parapsychologists. "Beyond the parochial concerns of the literary critic, the whole world needs a better, more profound, and more influential psychology."—*J. W. Russell.*

6838. Isaacson, Robert L., & McKeachie, W. J. (U. Michigan) **A program for training college teachers of psychology: Mark II.** *Amer. Psychologist*, 1959 (Oct), 14, 658-659.—Changes in the program for training psychology teachers at the University of Michigan earlier reported (see 26: 59) are discussed. Major sections are: Selection, Training, Initial Experience, Teaching Experience and the Teaching Seminar, and Evaluating the Program. In the teaching seminar, 2 focal points in discussing the role of psychology in a liberal and general education are (a) a list of objectives for introductory psychology prepared by McKeachie and (b) Claude Buxton's book, *College Teaching: A Psychologist's View*.—*S. J. Lachman.*

6839. Overholser, Winfred. (St. Elizabeths Hosp., Washington, D. C.) **Review of psychiatric progress 1959: Forensic psychiatry.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 647-649.—*N. H. Pronko.*

6840. Rychlak, Joseph F. (Washington State U.) **Clinical psychology and the nature of evidence.** *Amer. Psychologist*, 1959 (Oct), 14, 642-648.—"Can a clinician, as an applied member of the field of psychology, call himself a scientist?" Historical and philosophical aspects of issues implied by the question are discussed. Major sections are Recent History and What is Science? (Two Kinds of Evidence, The Function of Evidence in Therapy). Clinicians "are and must remain scientists, must subject their hypotheses to public trial, and must keep in touch with other points of view (the larger body of scientific knowledge)."—*S. J. Lachman.*

6841. Seminara, Joseph L., & Peters, George A. (Sunnyvale, Calif.) **The American psychologist abroad.** *Amer. Psychologist*, 1959 (Oct), 14, 660-663.—A 50-60% return is estimated on a questionnaire distributed to American psychologists abroad. Geographical distribution of respondents and their major professional activities are reported. Major sections are: Advantages of Working and Living Abroad, Disadvantages Associated with Working Abroad, Relations with Inhabitants, Standard of Living, Requirements for Working Abroad, Demand for Psychologists Abroad, and How to Get a Job Abroad.—*S. J. Lachman.*

6842. Thomas, Edwin J., & McLeod, Donna L. (U. Michigan) **In-service training and reduced workloads.** New York: Russell Sage Foundation, 1960. 130 p. \$2.50.—Report of a collaborative study between the School of Social Work, University of Michigan and the Michigan State Department of Social Welfare. The study embraces 2 experiments designed to assess the effects of in-service training and reduced work loads in enhancing the effectiveness of casework to achieve rehabilitation of Aid to

Dependent Children recipients. Both the limitations and the advantages of in-service training and of reduced workloads are presented, and constitute useful guidelines to administrators.—*G. Hearn.*

6843. Tsen-chieh, Wu. **Improving the teaching of psychology by referring to middle school practice.** *Acta psychol. Sinica*, 1959, 3(5), 342-346.

(See also Abstract 7616)

PHYSIOLOGICAL PSYCHOLOGY

6844. Anastasio, Mary M. (New York U.) **The relationship of selected personality characteristics to the chronology of the menstrual cycle in women.** *Dissertation Abstr.*, 1960 (Mar), 20, 3823.—Abstract.

6845. Bayer, Leona M., & Bayley, Nancy. **Growth diagnosis: Selected methods for interpreting and predicting physical development from one year to maturity.** Chicago, Ill.: Univer. Chicago Press, 1959. xiv, 241 p. \$10.00.—The emphasis is on practical application, the interrelatedness of different growth aspects and on longitudinal measurement. Instructions are provided for the selection, collection, and evaluation of data obtained from the individual patient. Anthropometric measures used are weight, stature, trunk length, biacromial diameter, and bicristal diameter. Techniques include photography and hand and wrist X-ray. An androgyny rating profile enables the morphology of sexual development to be assessed. 22 case studies, involving normal, borderline, and abnormal Ss; 36 anthropometric tables; 11 height-prediction tables; 175 charts and figures; 65 refs.—*C. M. Franks.*

6846. Brown, J. R., Crowden, G. P., & Taylor, P. F. (London School Hygiene & Tropical Medicine, England) **Circulatory responses to change from recumbent to erect posture as an index of heat stress.** *Ergonomics*, 1959 (May), 2, 262-273.—Crampton Index was used to assess changes in physical condition during a 4½ hr. period of gradually changing temperature, $N = 6$. Changes in the index indicate impaired adaptation of circulation and "... [marked decreases] were associated with symptoms of thermal stress, such decreases being aggravated by muscular work."—*B. T. Jensen.*

6847. Burgess, Benjamin F. (USN Air Development Center, Johnsville, Pa.) **The effect of temperature on tolerance to positive acceleration.** *Aerospace Med.*, 1959 (Aug), 30, 567-571.—In order to determine the effects of high environmental temperatures on G tolerance, 6 trained centrifuge Ss were exposed to positive acceleration in the heated gondola of the Johnsville centrifuge. 7 thermocouples were located at strategic places over the body surface in order to obtain an accurate recording of skin temperature. Although humidity was not controlled, it was recorded during all centrifuge runs. The environmental temperatures ranged from 75° to 160° F where a decrement in G tolerance of 1 G has been obtained at the upper temperature range.—*A. Debons.*

6848. Calden, George; Dupertuis, C. Wesley, & Lewis, William C. (VA Hosp., Madison, Wis.) **Body types and tuberculosis.** *Psychosom. Med.*, 1959 (Nov-Dec), 21, 460-472.—Analysis of somatotypes from 400 patients and from a sample of non-

tuberculous adults indicated no significant differences. The ectomorphic physique, contrary to popular view, did not predominate.—*L. A. Pennington.*

6849. Caldwell, Lee Syers. (U. Kentucky) **The mononuclear count as an index of emotionality of the rat.** *Dissertation Abstr.*, 1960 (Mar), 20, 3852.—Abstract.

6850. Cobb, Stanley. (34 Fernald Dr., Cambridge, Mass.) **Some clinical changes in behavior accompanying endocrine disorders.** *J. nerv. ment. Dis.*, 1960 (Feb), 130, 97-106.—Minor and major psychiatric disturbances particularly as they are related to hormonal imbalances are discussed and related to observations of mental reactions following cortisone and ACTH medication. The role of the endocrine glands in human behavior is implicated.—*N. H. Pronko.*

6851. Darlington, C. D. (Oxford, England) **The evolution of genetic systems.** (2nd ed.) New York: Basic Books, 1958. x, 265 p. \$5.50.—A revised and enlarged edition of a 1939 work which attempts "to join the relatively fixed world of physics and chemistry and the undoubtedly moving world of biology with some of the threads needed to join them" in order to examine the "quality of related, interacting and ultimately organized change . . . we give the name of evolution." Chapters discuss genetic and cytological mechanisms through which evolution works; cell division, chromosome behavior, meiosis, sexual reproduction and nonsexual variants, the relation of the nucleus to the cytoplasm, and heredity and infection. Lastly considered is how changes in these mechanisms cause the evolutionary process itself to be modified in time (i.e., "the evolution of evolution"). 13 p. refs.—*D. A. Santora.*

6852. Gaines, Jeene Wilbur, Jr. (Purdue U.) **The temporary effects of varying amounts of alcohol on abstract thinking efficiency.** *Dissertation Abstr.*, 1960 (Jan), 20, 2918.—Abstract.

6853. Gatto, I., & La Grutta, A. (U. Palermo, Italy) **Sindrome adrenogenitale ereditaria (Pseudohermafroditismo femminile): Effetti della surrenectomia parziale.** [Hereditary adrenogenital syndrome (Pseudohermaphroditism in females): Consequences of a partial adrenalectomy.] *Acta genet. med. gemellolog.*, 1959 (Jul), 8, 279-298.—In female pseudohermaphroditism in a twin-pair, one of the patients is subjected to a removal of $\frac{1}{3}$ of both adrenal glands and a transitory improvement is noted. French, German, and English summaries. 28-item bibliog.—*D. A. Santora.*

6854. Gerathewohl, Siegfried J., & Ward, Julian E. **Psychophysiological and medical studies of weightlessness.** In Otis O. Benson Jr. & Hubertus Strughold (Eds.), *Physics and medicine of the atmosphere and space* (see 34: 8466). Pp. 422-434.—No harmful physiological effects have been found in man or animals for short periods of zero-G, but no information is yet available regarding long periods of weightlessness. When a period of weightlessness followed 5 G acceleration, the increased heart rate due to acceleration was prolonged. On the other hand, when a period of weightlessness preceded the acceleration (as would occur in reentering the atmosphere), the heart rate increased more slowly. With proper precautions necessary food can be eaten and

body waste eliminated during zero-G. Simple motor tasks can be performed at zero-G after practice. Spatial disorientation occurs when vision is excluded. About half of 47 Ss became elated during short zero-G flights; the others suffered slight vertigo and nausea or severe symptoms with vomiting. 37 refs.—*M. B. Mitchell.*

6855. Herrick, C. Judson, & Bishop, George H. (Chicago, Ill.) **A comparative survey of the spinal lemniscus systems.** In H. H. Jasper, et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 353-360.—The point is made that considerable confusion exists in the comparative literature on the anatomic connections and physiological functions of lemniscus system of fibers. Identifiable tracts are described for the amphibian and evolved changes at the primate level are indicated.—*F. R. Brush.*

6856. Hurtado, Alberto, & Clark, Robert T., Jr. **Parameters of human adaptation to altitude.** In Otis O. Benson, Jr., & Hubertus Strughold (Eds.), *Physics and medicine of the atmosphere and space* (see 34: 8466). Pp. 352-369.—Peruvian Indians who engaged in strenuous mining and sports at an altitude of 14,900 ft. could maintain useful consciousness at a higher simulated altitude and suffered bends less frequently than natives living at sea level. Balke gave sedentary Ss daily exercises for several months at sea level and then for 6 wks. at 14,000 ft. By that time, they performed almost as well at 30,000 ft. as acclimatized natives. The natives, however, were able to extract more oxygen and expire more CO₂ than the trained Ss. 24 refs.—*M. B. Mitchell.*

6857. Jones, Frank Pierce, & Gilley, Philip F. M., Jr. (Tufts U.) **Head-balance and sitting posture: An X-ray analysis.** *J. Psychol.*, 1960 (Apr), 49, 289-293.—An empirical method for changing the distribution of postural tonus by changing the reflex balance of the head. The change is characterized by a kinesthetic effect of lightness which carries over into subsequent movements. X-ray photographs of 20 normal adults were used to study the relation between head and neck in 2 erect sitting postures, an "habitual" and an "experimental." In the latter the balance of the S's head was altered by the E while the posture was being assumed. The postures were found to differ significantly in 2 linear and 2 angular measures taken from the X-ray photographs. An hypothesis is advanced to explain the kinesthetic effect of lightness as the result of a change in the reflex balance between the tonus of neck muscles and the gravitational forces acting on the head.—Author Abstract.

6858. Kaelbling, R., King, F. A., Achenbach, K., Branson, R., & Pasamanick, B. **Reliability of autonomic responses.** *Psychol. Rep.*, 1960, 6, 143-163.—"Twelve Ss had two identical conditioning sessions with continuous recording of autonomic activity. Test-retest reliability was examined by rank-order and directional correlation. Predictable responses occurred with few stimuli, although base-lines were reproducible. Limitations of the notions of 'stimulus specificity,' 'response stereotypy,' and 'law of initial value' were found, and explanatory hypotheses proposed. . . . Intercorrelations of responses were low. Directional reliability depended upon significant response changes, but positive rank-order correlations did not. The relationship of rank-

order response correlations to those of pre- and post-stimulus levels was equivocal. In GSR resistance the responses were greater with lower base levels, and vice versa, but this was not found in heart rate, heart-rate variability, respiration rate, and inspiration-respiration ratio."—C. H. Ammons.

6859. Kallman, Franz J. (722 W. 168th St., NYC) **Review of psychiatric progress 1959: Heredity and eugenics.** *Amer. J. Psychiat.*, 1960 (Jan) 116, 577-581.—N. H. Pronko.

6860. Lerner, Michael; Dobzhansky, Theodore, & Muller, Hermann J. **Genetics today and The Origin of Species.** *Eugen. Quart.*, 1959 (Dec), 6, 240-248.—Excerpts from 3 papers prepared for the centennial of the publication of Charles Darwin's *The Origin of Species* by the 3 eminent geneticists. Titles of their papers are: "The Concept of Natural Selection," "Variation and Evolution," and "Guidance of Human Evolution."—G. C. Schwesinger.

6861. Olds, James. (Los Angeles, Calif.) **Self-stimulation experiments and differentiated reward systems.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 671-687.—The technique of self-stimulation through chronically implanted electrodes in rats is described and variations in response rate with variations in stimulation intensity suggest different degrees of homogeneity of stimulated cells or fibers in different locations, greater homogeneity being found with anterior forebrain and posterior hypothalamic placements. The inconsistent interactions of satiation and hunger with different self-stimulation intensities are handled by assuming that hunger motivation lowers the threshold of response of cells bordering the site of principal stimulation. Observed hunger effects were found to correlate negatively (-72%) with effects from androgen injections in castrated Ss. Chlorpromazine was found to have inhibitory effects upon self-stimulation response rates for placements in the posterior hypothalamus and anterior septal regions.—F. R. Brush.

6862. Walter, W. Grey. (Burden Neurological Inst., Bristol, England) **Where vital things happen.** *Amer. J. Psychiat.*, 1960 (Feb), 116, 673-694.—This Adolph Meyer Research Lecture read at the 115th annual meeting of the American Psychiatric Association, Philadelphia, Pennsylvania, April 27-May 1, 1959 is based upon Meyer's psychobiological framework. In an effort to bridge the gap between physiology and psychology, the philosophy underlying use of models is made clear and the limitations of machine models is indicated and illustrated from the author's own research work.—N. H. Pronko.

6863. Wolff, Peter C. (U. Houston) **Subcortical electrical stimulation in primates: Differential behavioral effects with operant conditioning schedules.** *Dissertation Abstr.*, 1960 (Jan), 20, 2927-2928.—Abstract.

6864. Wright, Sewall. (U. Wisconsin) **Genetics and the hierarchy of biological sciences.** *Science*, 1959 (Oct), 130, 959-965.—Genetics "has become inextricably linked with cytology, biochemistry, general physiology, experimental embryology, the behavioral sciences, ecology, systematics, and even paleontology. If it should ever disappear as a separate discipline, it will only be because all theoretical biology has been

bound together into a single field, to a large extent through its efforts." Major sections are: Classification of the Biological Sciences; Genetics at the Level of the Individual; Genetics and Cytology; The Gene—Earlier Ideas, Chemical Basis of Heredity, Fine Structure of the Gene, Terminology, Heterochromatin, Physiological Genetics, Developmental Genetics, Population Genetics, Conclusion.—S. J. Lachman.

6865. Zegers, Richard T. (Fordham U.) **Photosensitization in relation to mean and standard deviation values.** *Psychol. Monogr.*, 1959, 73 (11, Whole No. 481), 25 p.—9 Ss participated in this study (all males except one) ranging in age from the 20's to the 40's. Several hypotheses concerning photosensitization were tested. It was found that: no evidence for the process of photosensitization could be found for the 4 chosen wavelengths studied; as well as no evidence for variation, as a function of wavelength, in the magnitude of the standard deviations of the log of threshold energy as examined in the experiment study. Other factors investigated include findings on the estimated number of quanta required for foveal stimulation.—M. A. Seidenfeld.

(See also Abstracts 6942, 7085, 8007)

NERVOUS SYSTEM

6866. Adey, W. Ross. (Melbourne, Australia) **Organization of the rhinencephalon.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 621-644.—The suggestion is made that at the diencephalic level, the hippocampus is reciprocally interconnected with the septum and intralaminar nuclei of the thalamus. Projections from the amygdala and entorhinal area are found in the midbrain which suggests that activity starting in the septum and thalamus may reach the midbrain and there modify the activity arising from the ascending reticular formation. Evidence further suggests that the periaqueductal gray matter of the midbrain constitutes an important relay station on pathways involved in affective reactions. 58 refs.—F. R. Brush.

6867. Amassian, Vahé E., & Waller, Hardress J. (Washington, D. C.) **Spatiotemporal patterns of activity in individual reticular neurons.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 69-108.—Locally anesthetized cats were the Ss for microelectrode analyses of the activity of individual reticular neurons, in response to mechanical and electrical stimulation applied to hairs or whiskers and to the pedal digits, respectively. The only evidence of somatotopic organization was that hindpaw stimulation more readily activated lateral than medial midbrain reticular neurons. The fact that changes in temporal pattern of discharge result from changing the intensity, rate, or afferent source of stimulation, does not preclude peripheral spatial representation in the temporal patterns of discharge since all temporal aspects of the response to stimulation of a given limb could not usually be matched by any intensity of stimulation to another limb. The pattern of early phases of response to repeated stimulation is suggested to be important in creating a temporal representation of the spatial. 54 refs.—F. R. Brush.

6868. Arduini, A. (Pisa, Italy) **Enduring potential changes evoked in the cerebral cortex by**

stimulation of brain stem reticular formation and thalamus. In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 333-351.—A carefully controlled series of acute experiments with cats indicates that the surface-negative potential shifts which result from repetitive natural or electrical stimulation occurs at the level of the cortex and may be attributed to postsynaptic activity. High frequency (300/sec) stimulation of the midbrain reticular formation also produces this form of cortical response. Both sensory and reticular effects can be abolished by nembutal in dosages sufficiently small to leave intact the primary response of the specific projection area. These sensory and reticular stimulations simultaneously produce the typical EEG arousal patterns if such stimulation is timed to occur on a background of synchronized cortical activity. Both effects can be blocked by the same dosage of nembutal. Stimulation of midline and lateral thalamic nuclei at a high rate (60/sec) also produced surface-negative potential changes, midline stimulation resulting in bilateral responses, lateral stimulation producing ipsilateral responses if the activation of the ascending reticular formation is prevented, e.g., by light nembutal anesthesia. 44 refs.—F. R. Brush.

6869. Benton, Arthur L. (Chr.), Eiduson, Samuel; Scheibel, Madge E., Scheibel, Arnold B., Roberts, Eugene; Riesen, Austin H., & Eisenberg, Leon. **Brain and behavior: Session I. Symposium, 1959.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 1-48.—Under the title "Neurohumors, Drugs and Behavior," Eiduson presents some established facts, some speculation, and some enthusiastic fancies. He discusses whether transmission in the CNS is chemical, the effects of drugs, and causes of behavior. The Scheibels present data on the "Physiology of Consciousness." The important role of GABA is described by Roberts under the title "Some Aspects of the Biochemistry and Physiology of Gamma Amino-butyric Acid in the Central Nervous System." Riesen reports experimental work with chimpanzees and kittens on "Effects of Stimulus Deprivation on the Development and Atrophy of the Visual Sensory System." In discussing "Conceptual Problems in Relating Brain and Behavior," Eisenberg makes it clear that he does not regard behavior as solely explicable from physiologic study; psychology and sociology are equally as vital. But physiology must be stressed because it is less familiar to use and should not be ignored.—R. E. Perl.

6870. Bishop, George H. (St. Louis, Mo.) **The place of cortex in a reticular system.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 413-421.—Arguing from the comparative neuroanatomic studies of C. J. Herrick, the reticular formation of the midbrain is viewed as just one of many levels at which interaction between major centers occurs, all such foci of interaction being defined as comprising a "reticular system." Attention is drawn to such a reticular layer of the cortex, occurring in the cat, within the upper 0.5 mm. of cortex. This level of cortex is viewed as having still primitive connections in an otherwise "new" neural level. The activity of this reticular cortex is typified by recruitment waves corresponding to thalamic and distant cortical stimulation.—F. R. Brush.

6871. Bradley, Philip B. (Pisa, Italy) **The central action of certain drugs in relation to the reticular formation of the brain.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 123-149.—This chapter summarizes the effects of a variety of drugs (e.g., acetylcholine; physostigmine; atropine; dl-, d-, and l-amphetamine; mescaline; LSD 25; chlorpromazine; and pentobarbitone) in 3 classes of experiments (a) intact conscious cats in which the effect of the drug on behavior and electrical activity of the brain can be observed simultaneously; (b) acute preparations (encéphale isolé and cerveau isolé) using both cats and monkeys where the effects of drugs on central electrical activity was observed, controlling for the effects of blood pressure changes induced by the drugs; and (c) the effects of drugs on the arousal responses produced by reticular and/or peripheral stimulation using the encéphale isolé preparation. These studies suggest to the author an hypothesis postulating 3 separate sites of action for these drugs: (a) reticular formation, e.g., depressant (barbiturates) or excitant (amphetamine); (b) diffuse thalamic projection system, e.g., cholinergic drugs; and (c) afferent input into the reticular formation, e.g., depressant (chlorpromazine) or excitant (LSD 25). 36 refs.—F. R. Brush.

6872. Brazier, Mary A. B. (Boston, Mass.) **Studies of evoked responses by flash in man and cat.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 151-168.—Studies of the secondary discharge evoked by a brief supramaximal light flash under control conditions and under a variety of anesthetics, e.g., avertin, chloralose, chloroform and nembutal, indicate that the secondary discharge does not have a diffuse representation at the cortex and has no counterpart in the lateral geniculate. Amplitude of response at the collicular and more rostral dorsal levels of the brain stem is not as drastically affected by barbiturate or avertin anesthesia as those in the medial brain stem. The presence of double responses in the center median and subthalamus suggests to the author that impulses from a single flash reach these centers by more than one route although the possibility of corticofugal return as well as optic nerve input is recognized. The double response at the cortex under anesthesia has the appearance of blocking a normally active inhibitory mechanism. 28 refs.—F. R. Brush.

6873. Cadwallader, Thomas Christy. (U. Buffalo) **The effects of pyriform cortex lesions on the emotional behavior of rats.** *Dissertation Abstr.*, 1959 (Dec), 20, 2395-2396.—Abstract.

6874. Dell, Paul C. (Paris, France) **Humoral effects on the brain stem reticular formations.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 365-379.—The effects of changes in sympathetic tone and circulating epinephrine, and the effects of variations of pCO₂ and pO₂, upon somatic reticular formations are studied in an unspecified organism, presumably the cat. Prebulbar, premammillary, prebulbar transpontine, preoptine, and diencephalic sections are performed with careful control for the effects of edema, hypoxemia, and the level of circulating epinephrine and norepinephrine. The studies indicate the presence of a stimulating effect of circulating epinephrine on the mesencephalic

part of the reticular formation which may be attributed directly to humoral action (reticular slab preparation). The existence of a depressing effect mediated by a reflex carotid sinus response to increased blood pressure is indicated. 22 refs.—F. R. Brush.

6875. **Domino, Edward F.** (Ann Arbor, Michigan) **A pharmacologic analysis of some reticular and spinal cord systems.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 285-312.—Existing literature and the authors own work on cats indicate that stimulation of various points in the bulbar reticular formation can result in discrete responses affecting respiration, blood pressure, patellar reflex, and the EEG. More frequently, multiple responses are obtained and often these cannot be dissociated by variation of stimulation intensity. Occasionally, appropriate drug dosages can achieve this dissociation, e.g., light anesthesia will reduce the EEG arousal response and leave the respiratory and vasomotor responses intact. The density of cells and their afferents and efferents together with the diversity of response from stimulation of 1 cu. mm. suggests the reticular formation as a site of integration of both afferent and efferent activity. The author also reviews the literature on the action of CO₂, cholinergic and adrenergic compounds, and the tranquilizers upon the reticular control of respiratory and vasomotor responses, and the patellar reflex. 136 refs.—F. R. Brush.

6876. **Eldred, Earl, & Fujimori, Bunichi.** (Los Angeles, Calif.) **Relations of the reticular formation to muscle spindle activation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 275-283.—Changes in the activity of gamma motoneurons are deduced by monitoring the discharge in spindular afferent fibers of the dorsal root, isolated as single units. Accelerated firing during stimulation of the brain is interpreted as facilitation, and a slowing as inhibition, of gamma efferent activity. Facilitation is also indicated by gross muscular contraction associated with increased firing. Spindular afferents are influenced by stimulation of the reticular formation in many wide areas ranging from medullary levels up to the subthalamus. Stimulation in areas above the red nucleus typically shows facilitation, bilaterally equal. Levels around the red nucleus or in the medulla about the vestibular nuclei frequently show unequal facilitation on the 2 sides. In areas which are unrelated to specific postural mechanisms, bilaterally symmetrical facilitation of spindles is found. 16 refs.—F. R. Brush.

6877. **Emmers, Raimond.** (Syracuse U.) **Areas in the brain stem of the hooded rat which facilitate or inhibit reflexly induced flexion.** *Dissertation Abstr.*, 1960 (Mar), 20, 3853.—Abstract.

6878. **French, John D.** (Long Beach, Calif.) **Corticifugal connections with the reticular formation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 491-505.—Both neo- and paleocortical areas have been found to connect rather directly with the midbrain reticular formation and thence to exert an influence on both cephalically and caudally directed mechanisms. Stimulation of such cortical regions as sensorimotor, frontal oculo-motor, cingulate gyrus, orbitofrontal surface superior temporal gyrus and tip, paraoccipi-

tal region, and entorhinal cortex typically elicits cortical and behavioral arousal in a normally sleeping monkey with chronic electrode implants. This stimulation applied to the awake but inattentive S elicited behavior similar to the alertness resulting from normal environmental stimulation. In all instances total-body responses, rather than isolated part-body responses, were elicited, with remarkable constancy of response. Minimally supraliminal stimulation typically elicits alertness, attentive search and similar behaviors, while more intense stimulation results in emotional displays, freezing, or hyperactivity. 56 refs.—F. R. Brush.

6879. **Gastaut, Henri.** (Marseilles, France) **The role of the reticular formation in establishing conditioned reactions.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 561-679.—This chapter reviews the modern, principally foreign literature devoted to the search for the neural locus of conditioning. Having ruled out the cortex as the principal locus of conditioning (rudimentary alimentary and rage CRs have been obtained in completely decorticated dogs), attention is focused on evidence suggesting that ablation of specific and nonspecific thalamic nuclei does not prevent the "closure" of the circuit between CS and US. The mesodiencephalic reticular formation has been found to exert an influence on both defensive and alimentary CRs in a complex fashion. While "closure" is said to correspond to the activation of one or more sensory converging centers in the brain stem, differentiation and detailed control and coordination of CRs is left to the cortex. Pavlov's irradiation is also called "rerouting." 45 refs.—F. R. Brush.

6880. **Gerard, Ralph W.** (Ann Arbor, Mich.) **Final summary.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 745-754.—Attention is focused on technical advances in recent years, the need for analyzing the undifferentiated mass of the reticular formation into its differentiated functions and structures, the integrative functions of the reticular formation, its information handling capacity, the need for caution in interpreting local potentials (the only thing that matters in behavior is whether and how often neurons fire), and the potentiality of feedback loops in dealing with the big problem of the overall organization of the nervous system. The problem of consciousness is still seen as a problem, but its presence or absence can be a useful datum.—F. R. Brush.

6881. **Gilliatt, R. W.** (London, England) **Peripheral nerve conduction in neurological patients.** *J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 344.—Summary of a paper presented at the 59th meeting of the Society of British Neurological Surgeons.—M. L. Simmel.

6882. **Green, John D.** (Los Angeles, Calif.) **The rhinencephalon: Aspects of its relation to behavior and the reticular activating system.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 607-619.—After dealing with the complex literature on the effects of rhinencephalic lesions, stimulation, and the interactions of these with various sex steroid treatments and with environmental conditions, the author struggles with the problem of dealing with consciousness at an empirical level. Beyond saying that the

rhinencephalon is interspersed between the reticular activating system and the neocortex, and is somehow involved in emotional and visceral behavior, further conclusions are withheld as speculative. 54 refs.—F. R. Brush.

6883. Harris, Geoffrey W. (London, England) **The reticular formation, stress, and endocrine activity.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 207-221. In a review of the gross anatomy and principle functions of the reticular formation, attention is called to specific changes in the pattern of activity of the pituitary and to nonspecific changes in pituitary function (greater secretion of antidiuretic and adrenocorticotrophic hormones and suppressed secretion of thyrotrophic hormones), both of which may be brought about by diverse sources of sensory input. The effect of 24-hour electrical stimulation of the hypothalamus (supraoptico-hypophyseal tract) upon thyroid function was determined in 43 normal rabbits. 33 showed inhibition or no change, and 10 showed increased thyroid activity. 32 of those showing inhibition or no change were adrenalectomized, whereupon the same stimulation showed 13 with inhibition or no change and 19 with varying degrees of increased thyroid activity. Other experiments indicate that implants of stilbestrol di-n. butyrate in the mammillary region of the hypothalamus may result in full sexual behavior in female cats. 57 ref.—F. R. Brush.

6884. Hume, David M. (Richmond, Va.) **Hypothalamic localization for the control of various endocrine secretions.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 231-248.—Electrolytic lesions in the hypothalamus were employed to map the regions responsible for the control of anterior pituitary secretion of ACTH, thyrotropin, and gonadotropin in dogs. Histologic analysis of the lesions producing decreased activity of the appropriate hormone system indicates that separate areas are involved for each of the 3 pituitary secretions. The cell bodies controlling ACTH and thyrotropin secretion are located in the posterior portion of the supraoptic area and direct axons into the anterior portion of the median eminence, possibly making contact with portal vessels into the anterior pituitary. Whether the release of ACTH and thyrotropin is the result of differential location of different neural secretions is undetermined. The cell bodies controlling gonadotropic hormone secretion may be located in the posterior tuberal area. These send fibers, which comprise the tuberohypophyseal tract, to the posterior limb of the stalk. 13 refs.—F. R. Brush.

6885. Ingram, Walter R. (Iowa City, Ia.) **Modification of learning by lesions and stimulation in the diencephalon and related structures.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 535-544.—Bilateral lesions of the ventromedial hypothalamic nuclei of cats were found to inhibit an already learned free operant, and either to retard or preclude original learning. Stimulation studies uniformly used stimuli 0.1 v. below the overt response threshold for that location. Following learning of the free operant, such stimulation in the perifornical area retarded the response in 6 Ss. Complete cessation of responding was observed during stimulation of the septum (2 Ss), perifornical (2

Ss) and posterior hypothalamus (1 S). 3 Ss developed a conditioned suppression response to stimulation and subsequently refused not only to press the bar but to eat food presented in the experimental space. Stimulation sites here were septal and perifornical. Stimulation of hippocampus, caudate nucleus, anterior ventral nucleus, cingulate gyrus, and corpus callosum in a total of 7 Ss showed no effect upon the operant response, while stimulation of the posterolateral and anteromedial hypothalamic regions facilitated the operant in 2 Ss. Similar results were found for cats learning an instrumental avoidance response in a shuttlebox. 18 refs.—F. R. Brush.

6886. Ingvar, David H. (Lund, Sweden) **Cortical state of excitability and cortical circulation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 381-408.—Using a new technique (measuring interdrop intervals from a cannula in the superior sagittal sinus) cerebral blood flow was correlated with blood pressure changes and EEG activity in the cat. With changes in blood pressure, heart activity and respiration eliminated, an increase in cerebral blood flow occurs when cortical activation is induced by reticular stimulation. Since these changes were also observed after the cerebral vasomotor nerves were cut, the latter are assumed to play a minor role in the observed circulatory effects of arousal. Some evidence suggests that CO_2 is a metabolite importantly involved in these changes, since the magnitude of the blood flow changes in part upon the level of CO_2 in the blood. 65 refs.—F. R. Brush.

6687. Jasper, H. H. (Montreal, Canada) **Recent advances in our understanding of ascending activities of the reticular system.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 319-331.—After selectively reviewing the literature since the Laurentian Conference in 1953 on the cortical facilitatory and inhibitory functions of reticular activity, the editor of this volume concludes that both functions are to be found and that the problems of arousal, consciousness, and selective attention are not going to be understood until we decode the various temporal patterns of cortical unit discharge. Further, we must understand how these temporal patterns of discharge are affected by facilitatory and inhibitory states which are apparently set up in the synaptic-dendritic structures controlling the firing of cortical cells.—F. R. Brush.

6888. Jasper, Herbert H., Proctor, Lorne D., Knighton, Robert S., Noshay, William C., & Costello, Russell T. (Eds.) **Reticular formation of the brain.** Boston, Mass.: Little, Brown, 1958. xiv, 766 p. \$16.00.—International symposium, sponsored by the Henry Ford Hospital, Detroit, Michigan and held at the hospital March 14-16, 1957. (see 34: 6855, 6861, 6866, 6867, 6868, 6870, 6871, 6872, 6874, 6875, 6876, 6878, 6879, 6880, 6882, 6883, 6884, 6885, 6886, 6887, 6889, 6890, 6894, 6895, 6896, 6897, 6898, 6899, 6900, 6905, 6907, 6910, 6912, 6913, 6919, 7198, 8251)—F. R. Brush.

6889. Jung, Richard. (Freiburg im Breisgau, Germany) **Coordination of specific and nonspecific afferent impulses at single neurons of the visual cortex.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 423-434.—In the cat *encéphale isolé* preparation the

response of single neurons in the visual cortex was observed under 3 conditions of stimulation: thalamic and reticular stimulation during light and darkness, thalamic stimuli and light flashes given separately and together, and thalamic and reticular stimuli applied during flickering light. Single pulse or low frequency thalamic stimulation usually produced a long latency group of spikes in the visual cortex followed by a periodic or continuous afterdischarge. Responses to light stimulation can be modified by thalamic and/or reticular stimulation and vice versa. The number of cortical neurons firing is subject to similar interactions between external and thalamoreticular stimulation. Summation of response to simultaneous visual and thalamic stimulation occurs as does occlusion of the longer latency response by the faster one. The CFF of neurons responsive to light may be increased by repeated thalamic and/or reticular stimulation. 25 refs.—F. R. Brush.

6890. Killam, K. F., & Killam, E. K. (Los Angeles, Calif.) **Drug action on pathways involving the reticular formation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 111-122.—The authors summarize their findings from experiments with cats where the primary dependent variable was the threshold of EEG arousal pattern (decreased amplitude and increased frequency) from stimulation of the brain stem reticular formation at the level of the intra-aural plane, the diffuse thalamic projection system (nucleus centralis lateralis), or a peripheral nerve (sciatic). The effects of stimulation at various of these 3 levels upon the response at reticular and thalamic as well as the cortical levels were reported under control conditions and under appropriate dosages of mephenesin, pentobarbital, reserpine and chlorpromazine. Both normal and immobilized cats were employed. Pentobarbital blocks EEG arousal to both reticular and thalamic stimulation while mephenesin blocks EEG arousal only from thalamic stimulation, suggesting a direct reticular-cortical connection system. Pentobarbital also blocked reticular responsiveness to sciatic and intrareticular stimulation. Reserpine and chlorpromazine had little if any effect on EEG arousal from reticular or thalamic stimulation but chlorpromazine increased the threshold for behavioral arousal to thalamic stimulation while lowering the threshold of reticular responses to peripheral and intrareticular stimulation. 21 refs.—F. R. Brush.

6891. Kononiachenko, V. A. (USSR Acad. Medical Sciences) **Analiz narushenii vysshei nervnoi deiatel'nosti pri gipertonicheskoi bolezni.** [Analysis of disturbances of higher nervous activity in hypertension.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 641-648.—Disorders in higher nervous activity involving vascular regulation were studied in 100 Ss suffering from hypertension in all stages of the condition. From the earliest stages the excitatory process predominates over a weakened inhibitory process. Later, along with weakening of the processes of internal inhibition, there sets in a "decline and exhaustion of the excitatory processes and the emergence of transmarginal inhibition." Disturbances in the higher nervous activity under study manifest themselves in the form of "isolated pathological points" or are accompanied by a general neurotic syndrome, sleep disorders, and reactions of other organs and systems. It

appears that the emergence and development of hypertension under the influence of "psychoemotional factors" are due to a disturbance in the relationship of various aspects of the nervous processes in the sphere of vascular regulation and in that of the second signal system. Such disturbance is to be seen in all types of nervous systems and may be sufficient to elicit pressor reactions even under the influence of slight emotional excitations.—I. D. London.

6892. Levin, Max. (New York Medical Coll., NYC) **The mind-brain problem and Hughlings Jackson's doctrine of concomitance.** *Amer. J. Psychiat.*, 1960 (Feb), 116, 718-722.—Hughlings Jackson's doctrine of concomitance is related to voluntary and automatic functions in cases where the former may be lost and the latter intact explainable as a function of the hierarchy of neuronal levels. Memory is also related concomitantly to the limbic system but the notion of a "memory center" is rejected.—N. H. Pronko.

6893. Lévy, A., Monnier, M., & Krupp, P. (U. Basel, Switzerland) **Elektrophysiologische Analyse funktioneller Verbindungen zwischen den Hauptstrukturen des extrapyramidalen Systems.** [Electrophysiological analysis of functional connections between the main structures of the extrapyramidal system.] *Conf. neurol.*, 1959, 19, 334-348.—In 9 rabbits electrodes were implanted stereotactically into various subcortical structures; electrode placements were verified histologically. Stimulating frequencies varied between 3, 8, and 16 impulses/sec., pulse duration 3-4 msec., voltages .05-3 volts. Responses were recorded on a 16-channel EEG. "Functional connections were found between neostriatum and motor cortex or pallidum; pallidum and ventro-lateral thalamus or midbrain reticular formation; corpus subthalamicum Luysii and pallidum; substantia nigra and striatum or pallidum; ventro-lateral thalamus and motor cortex; medial thalamus and neostriatum or pallidum. These demonstrations led to the conception that extrapyramidal motricity is regulated by complex reflex arcs located at various levels. In cases of dyskinesia, the coordination of these superimposed reflex arcs or circuits is altered mainly by interruption of the striate chain. A partial compensation may be obtained by neurosurgical interruption of the cortical or pallidal circuits." English and French summaries. 54-item bibliog.—M. L. Simmel.

6894. Li, Choh-Luh. (Bethesda, Md.) **Activity of interneurons in the motor cortex.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 459-472.—Microelectrodes were used to record the activity of interneurons and pyramidal neurons in the cat's precruciate cortex in response to stimulation of the ventral lateral nucleus of the thalamus and the medullary pyramid. Pyramidal fibers conduct with velocities ranging from 3 to 90 M/sec, with a 2.8 msec. recovery period. Connections between pyramidal fibers and the ascending reticular system, and between the pyramidal neurons and the ventral lateral nucleus of the thalamus were demonstrated. Stimulation of the ventral lateral nucleus suppresses the activity of cortical interneurons which in turn inhibit re-excitation of pyramidal neurons. 37 refs.—F. R. Brush.

6895. Lilly, John C. (Bethesda, Md.) **Learning motivated by subcortical stimulation: The start and stop patterns of behavior.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 705-721.—A double pulse of some specified amplitude can be used to instrumentally reinforce bar pressing (start pattern) with certain electrode placements while termination of a train of such impulses increasing in intensity over time can be used to instrumentally reinforce escape behavior (stop pattern) in other locations. The "start" areas represent a greater portion of the brain so far explored than do the "stop" areas. The data reported here are the preliminary findings from a project aimed at mapping the entire brain for reward and punishment placements. The proposition that initiation and repetition of all actions are internally rewarding or cause the termination of internal punishment is made. Internal reward and punishment refer to unspecified neurophysiological events. 15 refs.—F. R. Brush.

6896. Lindsley, Donald B. (Los Angeles, Calif.) **The reticular system and perceptual discrimination.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 513-534.—The distinction is drawn between general arousal which may be mediated by the more caudal portion of the reticular formation and specific alertness which appears to be mediated by more rostral reticular and nonspecific thalamic nuclei. An energizing effect of reticular activity is also seen in the reduction of simple reaction time by reticular stimulation. These notions are pulled together in Bishop and Bartley's concept of cortical (here alpha) excitability cycles which dictated experiments in which brief stimuli are presented in specific temporal relation to the phase of alpha activity. Psychophysical determination found the human 2-flash threshold minimum (temporal separation of 2 light flashes for correct identification as 2 stimuli) to be 100-150 msec. Monkey and cat visual cortex shows 2 evoked potential patterns when stimuli are separated by 100-150 msec., but only one with 50 msec. separation. Reticular stimulation preceding such subthreshold stimulation permits the 2-response pattern to develop. Similar relations between the psychophysics of disjunctive reaction time and the behavior and electrical activity of cortex are reported. 36 refs.—F. R. Brush.

6897. Livingston, Robert B. (Bethesda, Md.) **Central control of afferent activity.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 177-185.—The author reviews some of the relevant literature and concludes that current conceptions of the mode of action of the central nervous system in handling information dealing with sensory and motor phenomena are in need of revision. A "transactional mechanism" rather than a "switchboard" mechanism is more appropriate in view of the repeated demonstrations of the role of the reticular formation in the modification of first and higher order neuronal responses to peripheral sense organ stimulation. Further, a number of discrete regions of the cortex are known to project to the reticular formation, permitting cortical modification of ascending impulses and intrareticular activity. The plasticity of the central nervous system, and especially the reticular formation, is emphasized. 47 refs.—F. R. Brush.

6898. Mason, John W. (Washington, D. C.) **The central nervous system regulation of ACTH secretion.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 645-670.—Stimulation of the infundibular portion of the hypothalamus elevates levels of plasma 17-hydroxycorticosteroid (17-OH-CS) in the monkey while similar stimulation of putamen or anterior thalamus does not. Stimulation of the amygdaloid nucleus produces a maximal increase in plasma 17-OH-CS levels, while stimulation of the hippocampus-fornix system results in a prolonged suppression of pituitary-adrenocortical activity. Speculation on these findings suggests a cyclical mechanism, from reticular formation and hypothalamus to the limbic system and back, in which the hippocampus is thought to have a negative feedback function.—F. R. Brush.

6899. Morrell, Frank. (Minneapolis, Minn.) **Some electrical events involved in the formation of temporary connections.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 545-560.—A 200 cps pure tone was used as the CS and a flashing light (3-12 per sec.) as the US in conditioning the EEG arousal response. The initial CR took the form of a generalized (present at all recording sites) activation pattern. With continued CS-US pairings the CR becomes more specific to the occipital poles, shows an "on-effect" to the tone, and an afterdischarge having the same wave form and phase relationships as the direct driving response. Rabbits, cats, and monkeys all show similar effects. The effects of epileptogenic cortical lesions and thalamic lesions upon this type of conditioning are also reported.—F. R. Brush.

6900. Nauta, Walle J. H., & Kuypers, Henricus G. J. M. (Washington, D.C.) **Some ascending pathways in the brain stem reticular formation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 3-30.—This is a report of several neuroanatomic studies in the cat in which axon degeneration resulting from electrolytic lesions in the brain stem reticular formation was traced through the use of the Nauta-Gygax silver stain method. A widespread extralemniscal pathway was found to ascend, as a component of Forel's tractus fasciculorum, from the medial and magnocellular region of the medullary and pontine reticular formation to a diffuse termination in the tegmental reticular formation, superior colliculus, thalamic and subthalamic nuclei. Other evidence suggests that Forel's system contains ascending projection pathways from both medial and lateral regions of the bulbar reticular formation. An extensive mesencephalic region projects to the hypothalamus, preoptic, and septal nuclei via the dorsal longitudinal fasciculus. This projection system receives fibers from spinal and trigeminal cell groups as well as ascending reticular projections. Being reciprocally connected with the limbic system, it appears to the authors to represent a neural mechanism of homeostatic control over endocrine and autonomic function. 46 refs.—F. R. Brush.

6901. Nayrac, P. **Esquisse de la théorie des comportements adaptatifs.** [Sketch of theory of adaptive behavior.] *Evolut. psychiat.*, 1959 (Oct-Dec), No. 4, 513-540.—A mathematically based feedback theory is proposed for the study of cerebral

functions. Furthermore, a rationale is provided by means of which a mechanical model can be constructed which would duplicate many cortical functions. However, controversy is apparent. One group states that psychic life is nothing else but cerebral physiology and that cybernetic researches will ultimately succeed in completely assimilating human behavior to a mechanical model. Opponents say that cerebral physiology will never exhaust, or be able to reduce human behavior to any mechanical system.—L. A. Ostlund.

6902. Nielson, Harold Clarke. (U. Utah) **Subcortical stimulation: Transfer of training between the caudate nucleus and the centre median.** *Dissertation Abstr.*, 1960 (Feb), 20, 3404.—Abstract.

6903. Nikolaeva, V. V. (Pavlov Inst. Physiology, Leningrad, Russia) **K voprosu o patologii vyssheĭ nervnoi deiatel'nosti u sobak sil'nogo uravnoveshennogo tipa.** [On pathology of higher nervous activity in dogs of strong equilibrated type.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 706-711.—Experiments were conducted on 4 dogs with "strong equilibrated type of nervous system" displaying "adequate mobility" of the processes of excitation and inhibition. In order to bring about disturbance of higher nervous activity, the dogs were subjected to experimental treatments capable of bringing on experimental neurosis. Both the number of treatments was increased, "causing an overstrain of the basic nervous processes and their mobility," and the time of action of such "traumatizing influences on the brain cells" prolonged. "Traumatization of the nervous system" in every dog was carried out over a period of 18 to 24 months with daily experimentation. However, no prolonged or profound deviations in higher nervous activity were observed.—I. D. London.

6904. Ogden, T. E., Robert, Françoise, & Carmichael, E. Arnold. (National Hosp., London, England) **Some sensory syndromes in children: Indifference to pain and sensory neuropathy.** *J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 267-276.—The authors present a systematic review of the literature concerning so-called insensitivity or indifference to pain since childhood. They regard the "sensory syndrome" as the result of 3 etiologically unrelated conditions: congenital indifference to pain, progressive sensory radicular neuropathy, and non-progressive sensory neuropathy. Each of these conditions is described in detail and illustrated by a comprehensive case discussion. 62-item bibliog.—M. L. Simmel.

6905. O'Leary, James L., Kerr, Frederick W. L., & Goldring, Sidney. (St. Louis, Mo.) **The relation between spinoreticular and ascending cephalic systems.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 187-202.—Emphasizing the complexity of sensory input to the spinal cord, the authors point to further complexity in the sensory relay system by noting that the sensory and reticular systems share a common path to the lower medulla. While functions have been assigned to the 4 classes of sensory neurons (based on threshold and conduction rates) this assignment applies only to the sensory relay system and little is known of their higher level connections. At least 2 possible extrasensory routes from spinal cord to midbrain exist. Slow gamma axons were found to

produce a relatively short-latency well synchronized midbrain potential, while fast axons contribute to longer-latency slow potentials. Stimulation of midbrain tegmentum and/or midline diencephalon was found to produce cortical d.c. shifts. 22 refs.—F. R. Brush.

6906. Orlov, V. V. (Pavlov Inst. Physiology, Leningrad, Russia) **O mekhanizmax vlianiia kory bol'shikh polusharii na reaktivnii perifericheskikh sosudov.** [On mechanisms of influence of the cerebral cortex on reactions of the peripheral (blood) vessels.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 712-721.—Conditioned vascular reflexes were elaborated in 6 dogs in whom subsequent direct electric stimulation of separate cortical regions became possible through chronically implanted electrodes. Plethysmographic recordings of the reactions of the peripheral blood vessels were made. It was found that direct stimulation of the cerebral cortex can elicit in unanesthetized animals constriction of the blood vessels, their dilation, and periodic vascular waves. The effect of stimulation depends on localization of the electrodes, but is not strictly constant when the same cortical region undergoes repeated stimulation. Under certain conditions direct cortical stimulation leads to modification of conditions and unconditioned vascular reflexes and to disturbance of the inhibition associated with differentiation and extinction. The cortical region of the motor analyzer appears to be in closer connection with the vasomotor mechanisms than that of the parietal lobe.—I. D. London.

6907. Papez, James W. (Columbus, O.) **The visceral brain: Its components and connections.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 591-605.—This paper is a general listing, together with principal functions, of the various parts of the rhinencephalon which includes the entire limbic lobe. Facts and hunches are both presented. Major functions of these areas are biologically grounded to the "reflex level of innate activity." 19 refs.—F. R. Brush.

6908. Pin-hsi, Lee. **Some problems in treating Pavlov's theory of higher nervous activity in psychological study.** *Acta psychol. Sinica*, 1959, 3(6), 402-406.

6909. Pollack, Max. (New York U.) **Effect of brain tumor on perception of hidden figures, sorting behavior, and problem solving performance.** *Dissertation Abstr.*, 1960 (Feb), 20, 3405-3406.—Abstract.

6910. Purpura, Dominick P. (NYC) **Organization of excitatory and inhibitory synaptic electrogenesis in the cerebral cortex.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 435-457.—Utilizing both intracellular detection of membrane hyperpolarization and topical application of GABA (gamma-aminobutyric acid) to blockade depolarizing postsynaptic potentials of the cortical surface in cats, inhibitory postsynaptic potentials were uncovered. The magnitude of this revealed inhibitory potential is greater when it is embedded in augmenting or recruiting responses than when it is concealed in reticulocortical potentials. Subcortical stimulation was found to evoke a variety of responses in pyramidal cells (predominantly excitatory, inhibitory, or oscillating between these)

depending on the inhibitory or excitatory nature of the mediating interneurons. 37 refs.—F. R. Brush.

6911. Roshchina, L. F. (Inst. Nutrition, Moscow, Russia) *Vlianie neĭrotropnykh veshchestv na korkovuiu deiatel'nost' i krovianoe davlenie sobak s ėksperimental'noi ġipertoniei*. [Influence of neurotropic substances on cortical activity and blood pressure in dogs with experimentally induced hypertension.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 684-689.—The cortical activity of 2 dogs with conditioned hypertension of 3 years duration was found to be characterized by sharp fluctuations in the strength of positive conditioned reflexes, in the instability of differentiations, and in the constant appearance of phasic phenomena. Maximal blood pressure in these dogs was 160-180 mm. Hg for several years; minimal blood pressure 100-120 mm. Hg. Daily administration of bromide in dosages of 0.05, 0.5, and 5.0 gm. did not lead to any improvement in the higher nervous activity of these animals with blood pressure remaining unchanged or somewhat increased. Small doses of caffeine (0.2 and especially 0.1 gm.), if administered daily over a long period of time, lead to normalization of conditioned activity and to a simultaneous decrease of blood pressure to normal.—I. D. London.

6912. Sawyer, Charles H. (Long Beach, Calif.) *Activation and blockade of the release of pituitary gonadotropin as influenced by the reticular formation*. In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 223-230.—Drugs which depress the activity of the reticular activating system of the midbrain tegmentum and basal diencephalon, and lesions which destroy this system, were found to inhibit the release of pituitary ovulating hormone in reflexly ovulating organisms. Chemical agents which inhibit or facilitate post-coital ovulation apparently work either directly or indirectly through these centers. Direct stimulation of the median eminence in the basal tubular hypothalamic region in estrogen treated females successfully induced ovulation, while localized electrolytic lesions in this area have been found to block copulation-induced ovulation. Interestingly, reserpine, which blocks ovulation without raising the thresholds of arousal from reticular stimulation, does not block ovulation in response to stimulation of this posterior tubular region. 32 refs.—F. R. Brush.

6913. Scheibel, Madge E., & Scheibel, Arnold B. (Los Angeles, Calif.) *Structural substrates for integrative patterns in the brain stem reticular core*. In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 31-55.—Using Golgi methods almost exclusively, the brain stems of over "4000 cats, dogs, mice and rats, and a few young macaques" were studied in an attempt to construct a "total image" of the core of the brain stem. Collateral fibers from the long ascending systems, such as the spinal lemniscus, were found to penetrate the reticular formation and the resulting dendritic arbors running parallel to the afferents of the reticular system synapse with them during this parallel course. The authors see little possibility of maintained specificity of input, although some kind of segmental structure is apparently maintained. Typical reticular axons, regardless of position, appear to have frequent collaterals emitted over their entire course, the length

of these collaterals varying greatly. 34 refs.—F. R. Brush.

6914. Sokolova, A. A. (Inst. of the Brain, Moscow, Russia) *Elektricheskaia aktivnost' kory i podkorkovykh obrazovanii ġolovnogo mozga krolika pri nalichii dominantnogo ochaga v kore bol'shikh polusharii*. [Electrical activity of the cerebral cortex and of the subcortical formations in rabbits in the presence of a dominant locus in the cerebral cortex.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 759-767.—The electrical activity of the visual and motor cortical regions and of the corresponding subcortical formations—the lateral geniculate body and corpus caudatus—was studied in the presence of a dominant locus in the motor cortical region reinforced by photic stimulation. The EG of the lateral geniculate body showed much in common with that of the visual cortical region. This similarity is manifested both in the responses to afferent stimulation and in the nature of the electrical activity in the intervals between stimulation. When a motor reaction arises in response to photic stimulation, the EG of the lateral geniculate body remains similar to that of the visual cortical region, but at the same time acquires a certain similarity with the EG of the motor region.—I. D. London.

6915. Stotsky, B. A. *Brain pathology as a factor in recovery from a physical illness*. *Psychol. Rep.*, 1960, 6, 70.—Behavior ratings on the Index of Activities of Daily Living for a control group of aged females (N=40) with hip fracture were compared with those of 22 Ss who also had a cerebral disease. Ss were matched for behavior ratings prior to fracture. No group differences were observed during hospitalization but ratings 6 mon. and 12 mon. after fracture showed significant decline for the brain syndrome group relative to the controls.—C. H. Ammons.

6916. Thomas, P. K., Sears, T. A., & Gilliat, R. W. (National Hosp., London, England) *The range of conduction velocity in normal motor nerve fibres to the small muscles of the hand and foot*. *J. Neurol. Neurosurg. Psychiat.*, 1959 (Aug), 22, 175-181.—"Conduction velocity in the fastest motor nerve fibres to the small muscles of the hand and foot was calculated for a series of normal nerves, measurements being made for fibres to the abductor pollicis brevis, the abductor digiti minimi, and the first dorsal interosseous muscle in the hand, and the extensor digitorum brevis and abductor hallucis in the foot. There was no significant difference between the hand muscles, the mean value obtained being 56.1 ± 4.7 m.p.s. The values obtained for the foot were less, being 49.7 ± 7.1 m.p.s. for the extensor digitorum brevis and 43.2 ± 4.9 m.p.s. for the abductor hallucis, the difference between these two muscles being statistically significant. A method is described for measuring conduction velocity for the slower motor fibres to a muscle, and observations on the abductor digiti minimi and the extensor digitorum brevis indicate that there are motor fibres supplying these muscles with a conduction velocity between 30% and 40% below the maximum. The significance of this finding is discussed."—Author abstract.

6917. Torvik, Ansgar. (Neurosurgical Clinic, Lund, Sweden) *Sensory, motor, and reflex changes in two cases of intractable pain after stereotactic*

mesencephalic tractotomy. *J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 299-305.—The report concerns 2 patients with advanced metastatic cancer and intractable pain which was relieved after destruction of the spinothalamic tracts by unilateral stereotactic brain stem lesion. Results of pre- and postoperative sensory and motor examinations are discussed in the light of the postmortem findings. In both cases some sensitivity was preserved on the contralateral side of the body, particularly on the trunk and face, in spite of complete destruction of the spinothalamic tracts and medial lemniscus. It is suggested that transmission of sensory impulses through fibre systems other than the spinothalamic tracts and medial lemnisci in the brain-stem may be responsible for the preserved sensibility. In the first case the tendon reflexes, extensor plantar response, and weak abdominal reflexes were increased, on the contralateral side of the lesion and probably also the tendon reflexes in the homolateral leg were somewhat exaggerated. Postmortem examination of the brain-stem showed no involvement of the corticospinal fibres. The findings indicate that tendon reflexes as well as abdominal and plantar reflexes may be influenced by lesions of extrapyramidal fibre systems. 5 figures, 45-item bibliog.—*M. L. Simmel.*

6918. **Turk, Nathene.** (U. Michigan) **The effect of cerebral destruction on the performance of the white rat in various maze situations.** *Dissertation Abstr.*, 1960 (Feb), 20, 3409.—Abstract.

6919. **Ward, Arthur A., Jr.** (Seattle, Wash.) **Efferent functions of the reticular formation.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 263-273.—The postural patterns constituting the "tegmental response" which result from electrical stimulation of the mesencephalic reticular formation are obtained in similar form in normal awake and anesthetized animals, in decerebrate preparations, and in mammalian forms from cat to monkey. The reticular formation also mediates general static reactions such as the tonic neck reflexes and tonic labyrinthine reflexes. The torticollis resulting from discrete lesions of the cephalad tegmentum in the monkey is usually minimal at rest and accentuated by stress. Stimulation of the subthalamic nucleus and the reticular formation near the rubrospinal tract in the trapezoid body results in rhythmic alternating movements which are usually more pronounced on the contralateral side. Literature dealing with reticulospinal suppression and facilitation is related to the possible role of the reticular formation in decerebrate rigidity. Evidence that the reticular formation modulates discharge of spinal motoneurons, thus influencing voluntary movement, is reviewed. 33 refs.—*F. R. Brush.*

(See also Abstracts 6861, 7198, 8251, 8272)

RECEPTIVE AND PERCEPTUAL PROCESSES

6920. **Adcock, C. J., & Quartermain, D.** (Victoria U., New Zealand) **Some problems in group testing of ESP.** *J. Parapsychol.*, 1959, 23, 251-256.—4 groups of college students were tested by 3 different ESP card techniques. The scores over the 12 groups of the data showed a pattern of positive and negative deviations from chance expectation

which was too widely dispersed to be reasonably attributed to random variation. Twelve "control" sections of data based upon matchings of the Ss' responses against nontarget card orders gave only chance results.—*J. G. Pratt.*

6921. **Callaway, Enoch, III, & Alexander, John D., Jr.** (U. Maryland School Medicine) **The temporal coding of sensory data: An investigation of two theories.** *J. gen. Psychol.*, 1960 (Apr), 62, 293-309.—In the Scan Theory we postulate a continuous sampling of sensory data. Assuming that a neural scan operates at about 10 cps, it was predicted that (a) a circular pattern expanding or contracting at about 10 cps would cause perceptual distortion, and (b) the perception of motion in such a display would be limited by the velocity of the assumed scan. No evidence was found to support either prediction. In the Neuronic Shutter Theory we postulate a discontinuous sampling of sensory data. Regular trains of sensory impulses were presented to Ss who were instructed to respond when they observed cessation of the stimuli. Reaction times to the termination of these impulse trains were measured. Relationships between reaction times and impulse frequencies were plotted and nonlinear perturbations in reaction time were observed at stimulus frequencies near 10 cps. This is presented as evidence in support of the Neuronic Shutter Theory.—Author abstract.

6922. **Champion, John M., & Turner, Weld W.** (Georgia State Coll. Business) **An experimental investigation of subliminal perception.** *J. appl. Psychol.*, 1959 (Dec), 43, 382-384.—Does subliminal perception really work? 2 groups of Ss enrolled in a sales and advertising class at Purdue University were used as a control group and an experimental group. A film and a questionnaire were used. The chi square technique was used in comparing the experimental and control group data. "If subliminal perception occurred, it did not affect questionnaire responses. . . . The burden of proof is placed on those who insist that subliminal perception is capable of influencing behavior."—*J. W. Russell.*

6923. **Chauvin, Rémy.** (Lab. d'Ethologie, Paris, France) **Influence of the position of the subject in relation to the test cards upon ESP results.** *J. Parapsychol.*, 1959, 23, 257-266.—Ss in an ESP test attempted to identify the order of target cards arranged in a 5 × 6 field. The target field, consisting of random orders of cards with the Digits "1" and "2," was placed in 6 different positions in relation to the S: in front, behind, beside, diagonally, over, and under. No reliable difference in relation to position was found, but there were strong indications of a nonrandom distribution of hits over the target field.—*J. G. Pratt.*

6924. **Chin-eh, Wu.** **Conditioned reflex in simultaneous discrimination of figures in dog.** *Acta psychol. Sinica*, 1959, 3(3), 182.—The purpose of this experiment is to clarify the question as to whether a dog can discriminate 2 simultaneously presented geometrical figures, as well as to explain the dog's physiological mechanisms of simultaneous differentiation according to the fundamental principles of Pavlov's theory. The experiment was carried out with 2 dogs on a conditioned motor running reflex. The stimuli consisted of 2 white figures on a black background, one being a rectangle and the other, a

triangle of equal area. The results show that: the dogs succeeded in discriminating the simultaneously presented stimuli of 2 geometrical figures; and in response to these paired stimuli, the dogs reacted not only to the absolute stimuli—the rectangle served as a positive signal for food, the triangle merely as a negative signal—but also to their combined effect as a compound stimulus.

6925. Comalli, Peter E., Jr. (Clark U.) **Studies in physiognomic perception: VI. Differential effects of directional dynamics of pictured objects on real and apparent motion in artists and chemists.** *J. Psychol.*, 1960 (Jan), 49, 99-109.—(see 33: 9522) The 1st experiment deals with the differential effects of directional dynamics on the apparent speed of real motion; the 2nd with its effect on autokinetic motion. Ss were 16 artists and 16 student chemists. Pictured objects having directional dynamics more potently affects both autokinetic and real motion with a group of artists than with a group of chemists. The data also provide further substantiation of the general effect of directional dynamics on autokinetic and real motion. Autokinetic motion predominantly occurs in the direction of the dynamics in a pictured object. A moving pictured object with dynamics in the direction of motion appears to move faster than an object without directional dynamics.—C. Murchison.

6926. Davis, John M., McCourt, William F., & Solomon, Philip. (Boston City Hosp., Mass.) **The effect of visual stimulation of hallucinations and other mental experiences during sensory deprivation.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 889-892.—10 adult male college and graduate students were observed for periods of from 38 minutes to 10½ hours in a sensory-deprivation experiment employing a tank type respiratory. A white light and colored Rorschach cards were presented on a random schedule to test the hypothesis that not sensory deprivation per se produced the mental experience observed but the absence of meaningful stimulation. The hypothesis was supported.—N. H. Pronko.

6927. Figar, Stépán. **The application of plethysmography to the objective study of so-called extra-sensory perception.** *J. Soc. Psych. Res.*, 1959 (Dec), 40, 162-172.—2 Ss with separate plethysmographic recorders were simultaneously doing mental multiplication problems (after the "resting plethysmographic curves") were obtained. They were separated by a heavy curtain, and neither knew of the other S involved. One was "agent" and the other "percipient." There were 32 persons, or 16 couples, in 119 experiments. The aim was to determine, if possible, telegraphic transference as shown by the reactions of peripheral blood-vessels. It was found that there is possible existence of nonspecific impulses in the nervous system, operative at a distance, and which were studied by means of physiological and graphical methods of the vegetative functions. It seems that telegraphic transfer is possible for all persons in its rudimentary form, as shown by the 2 parallel curves in most occasions, or what might be called the spontaneous plethysmographic oscillations. 15 refs.—O. I. Jacobsen.

6928. Fisher, Charles. (NYC) **A propos du phénomène de Poetzl.** [Concerning the Poetzl phenomenon.] *Evolut. psychiat.*, 1959 (Oct-Dec), No.

4, 541-566.—Further information is reported concerning Poetzl's phenomenon—the influence of subliminal visual stimulation upon dreams, images, and hallucinations. Contrary to Poetzl's findings, the author found that supraliminal stimulation separated preconscious sequences of ideas, of which the direct derivations appear under the form of secondary processes in the manifest content of the dream. However, the subliminal stimuli function to provide direct, instinctive satisfactions, though transformed and disguised. Moreover, at the subliminal level, the habitual figure-ground relationship becomes fluid or reverses itself. The article concludes by explaining how these primary imaginative and perceptive processes are used in modern art, for example, by Picasso.—L. A. Ostlund.

6929. Fisk, G. W. **Review of M. C. Marsh's Rhodes experiment: Linkage in extra-sensory perception.** *J. Soc. Psych. Res.*, 1960, 40, 219-239.—An experiment carried on at Rhodes University (South Africa), in which a control and an experimental group were used. This was a very extensive extrasensory experiment, in which Ss attempted to duplicate drawings sealed in an envelope. In analysis of results, a gestalt pattern seemed to emerge consistent with ESP. Thus this experiment offers strong evidence for existence of ESP and the effectiveness of certain linkage procedures, as well as confirming previous investigations' findings.—O. I. Jacobsen.

6930. Fodor, Nandor. (1160 Fifth Ave., NYC) **The haunted mind: A psychoanalyst looks at the supernatural.** New York: Garret, 1959. 314 p. \$5.00.—Personal observations of a variety of cases with suggestive parapsychological aspects are described and discussed with special attention to psychoanalytic interpretations.—J. G. Pratt.

6931. Goldstein, Mark E. (Yeshiva U.) **Subliminal perception with optical illusions.** *J. gen. psychol.*, 1960 (Jan), 62, 89-101.—33 female undergraduates, after a 25-minute dark adaptation period, were presented with a projected series of 6 optical illusions where the superimposition of a geometric figure on a pattern results in the apparent distortion of the figure. Figures were presented supraliminally, patterns subliminally. Presentation of the figure in the absence of the pattern constituted the control condition. Judgments as to distortion perceived were noted on a 7-position rating scale. A comparison of the control and experimental results showed a significant difference between the total judgments in the direction that would be expected from the nature of the illusions. The subliminal patterns were actually discriminated, but at a subconscious level. The threshold was viewed as a function of attentional factors.—Author abstract.

6932. Goldstein, Michael J., & Barthol, Richard P. (U. California, Los Angeles) **Fantasy responses to subliminal stimuli.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 22-26.—On the basis of findings by Klein et al. (see 33: 9518) that perception is affected by subliminal stimuli, the present research tests the hypothesis that such stimuli will affect the nature of fantasy productions as well. Ss were presented with TAT card-projections, simultaneous with the projection of superimposed subliminal "negative," "positive," and "neutral" toned words. The results failed to support the hypothesis. In a 2nd phase of

the experiment, clarity of the TAT slides was reduced whereupon the effect of the subliminal stimuli seemed to be achieved.—G. Frank.

6933. Grunebaum, Henry U., Freedman, Sanford J., & Greenblatt, Milton. (McLean Hosp., Waverley, Mass.) **Sensory deprivation and personality.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 878-882.—A series of 43 Ss was studied in a sensory deprivation experiment in an effort to throw light on the psychodynamics of personality. Detailed analysis of data on 7 Ss showed no relationship between ego integrity and perceptual aberrations and imagery. Except for a general correlation, no specific relation of motivations and expectations with general findings was noted. A theoretical discussion of findings is offered.—N. H. Pronko.

6934. Halpern, L. (Hadassah Medical School, Jerusalem, Israel) **Simultaneous visual and tactile illusions of size.** *Conf. neurol.*, 1959, 19, 301-306.—"A patient with a left-sided homonymous hemianopsia and left-sided Jacksonian attacks as a result of hypertensive encephalopathy regularly experiences visual illusions after the disappearance of the seizures. These illusions consist chiefly of a rhythmic visual alteration of size of surrounding objects in the form of an alternate micropsia combined with a certain hallucinatory adornment and accompanied by a rhythmic microstereognosia. The visual illusions causally connected with the homonymous hemianopsia are provoked by left-sided Jacksonian fits. The simultaneous tactile illusions are interpreted as an accompanying phenomenon, secondary to the dominant visual experience." French and German summaries.—Author abstract.

6935. Harris, William. (U. Southern California) **Stress and perception: The effects of intense noise stimulation and noxious stimulation upon perceptual performance.** *Dissertation Abstr.*, 1960 (Apr), 20, 4185.—Abstract.

6936. Hawkes, Glenn R. (USA Medical Research Lab., Washington, D.C.) **Cutaneous communication: Absolute identification of electrical intensity level.** *J. Psychol.*, 1960 (Apr), 49, 203-212.—The present study was designed to determine the number of current intensity levels which could be identified, and the channel capacity for such stimuli. The intensity levels used in this study were equally spaced in terms of apparent subjective magnitude of sensation within the range producing vibratory sensations but not pain. O's could identify 2 intensity levels without error, with maximum transmission of information being achieved with use of about 3 levels. More information was transmitted when alternating current was presented at 1500 cps than at 100 cps. It was concluded that 2 intensity levels would be useful in a cutaneous communication system requiring perfect accuracy, and that the use of 3 levels would maximize transmission of information in a system which could tolerate some error.—Author abstract.

6937. Helfer, Lawrence S. (New York Hosp.) **Beyond the limits of sense perception.** *Pastoral Psychol.*, 1959 (Nov), 10 (98), 31-40.—The study of ESP "should be exploited as a genuine contribution to the sum of our religious experience."—A. Eglash.

6938. Kolers, Paul A., & Rosner, Burton S. (VA Hosp., West Haven, Conn.) **On visual mask-**

ing (metaccontrast): Dichoptic observation. *Amer. J. Psychol.*, 1960 (Mar), 73, 1-21.—Visual masking the inhibition of the appearance of a black disk when followed by a concentric black ring (see 9: 2122) is increased by a decrease in the duration of the 1st figure, in the angular separation of the 2 figures, and over a limited range of temporal interval between the 2 figures. Results with paracontrast, inhibition of the ring by the prior presentation of the disk, were complementary. It is suggested "that the kind of inhibitory effects studied here may be characteristic of all sensory functioning."—R. H. Waters.

6939. Lordahl, Daniel Smersh. (U. Wisconsin) **Concept identification as a function of the amount of irrelevant information in simultaneously presented visual and auditory signals.** *Dissertation Abstr.*, 1959 (Dec), 20, 2399.—Abstract.

6940. McEwen, Peter, & Rodger, Robert S. (Queen's U., Belfast, Ireland) **Some individual differences in figural aftereffects.** *Brit. J. Psychol.*, 1960 (Feb), 51, 1-8.—3 major theories to account for individual differences in figural aftereffects have been reported in the literature; a cortical conductivity theory, a reactive inhibition theory, and a metabolic modifiability theory. Each implies a positive correlation between measures of aftereffect in different modalities. 16 male and 16 female normal volunteers were allocated to one of 4 groups, according to whether they were to have a visual or a kinesthetic aftereffect task first and according to whether control measurements preceded or followed the satiation measurements. Ss, as a group, were initially given the sociability part of Heron's personality inventory. No significant correlation was found between measures in the 2 modalities and neither effect was related to introversion-extraversion, as measured by the Heron scale. Men showed significantly larger visual figural aftereffects than women.—C. M. Franks.

6941. McNamara, H. J., & Fisch, R. I. **Personal space and laterality in perception.** *Percept. mot. Skills*, 1960 (Feb), 10, 70.—A significant tendency for right-handed Ss (N = 17) to place the object on the right behind the one on the left in a depth perception task, and vice versa for left-handers (N = 8) regardless of whether the left or right stimulus was used as the "Standard," led to the conclusion that laterality contributes to the "error of the standard" effect. It is suggested that this occurs through fixation of attention toward the preferred side, i.e., right or left direction in space.—C. H. Ammons.

6942. Pastore, Nicholas. (Queens Coll., Flushing) **Perceiving as innately determined.** *J. genet. Psychol.*, 1960 (Mar), 96, 93-99.—The thesis is presented that "all of the significant aspects of perceiving are unlearned." A distinction is drawn between the origin and the modification of a percept. Since the fact of modification does not sufficiently establish the role of a learning factor the thesis is limited to questions of origin. (a) Evidence suggests that there is a similarity in perceptual functioning in man and in lower animals. Such functioning common to man and lower animals includes form perception, depth perception, apparent movement, illusions, size constancy, and brightness constancy. (b) In some species important aspects of perceptual functioning is apparent shortly after birth or hatching. Brightness constancy and size constancy have been demonstrated

in the duckling at the respective ages of 2 days and 7 days, and discrimination among closely related geometrical figures before the 4th week. From these 2 points the inference is drawn that perceptions in higher phylogenetic levels are outcomes of autochthonous factors.—Author abstract.

6943. Peterson, Gordon E. (U. Michigan) **Prospectus of professional stature: Research.** *ASHA*, 1960 (Mar), 2, 64-67.—Review of research in the fields of speech and hearing.—M. F. Palmer.

6944. Pine, Fred. (New York U.) **Incidental stimulation: A study of preconscious transformations.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 68-75.—Continuing the studies from the NYU Research Center for Mental Health on the effect of subliminal stimuli upon perception, the examiner tests the effect of such auditory stimuli upon the production of fantasy, in this instance, inventive stories. Fantasy stories subsequent to exposure to subliminal speech were analyzed in terms of symbolic representations or transformed derivatives of the original stimuli. The result generally confirms the effect of subliminal stimulation on thinking and the findings are related to the psychoanalytic theory of primary and secondary thinking. 20 refs.—G. Frank.

6945. Rawcliffe, D. H. **Illusions and delusions of the supernatural and the occult.** New York: Dover, 1959. 551 p. \$2.00.—A paperback reprint of a 1952 book originally titled *The Psychology of the Occult*.

6946. Schmeidler, Gertrude R. **Comments and additional data on sheep-goat classification and targets.** *J. Soc. Psych. Res.*, 1959 (Jun), 40, 63-72.—6 tables of data are given in support of the original study (see 33: 6288), in reply to a review by C. Scott.—O. I. Jacobsen.

6947. Scott, Christopher. **In search of a repeatable ESP experiment.** *J. Soc. Psych. Res.*, 1959 (Dec), 40, 174-185.—Although the author mentions 9 experiments carried on in this research, in reality there were 24 experiments with 2 groups of Ss. The 12 ideas or theories about ESP were investigated. No striking results were obtained in any of the experiments, however, in the "witchcraft" experiment, displacement of "hits" was highest, namely, 4.1. Although results were not significant, the research should give suggestions for further experimentation, since it was very inclusive.—O. I. Jacobsen.

6948. Scott, Christopher, & Goldney, K. M. **The Jones boys and the ultrasonic whistle.** *J. Soc. Psych. Res.*, 1960, 40, 249-260.—In previous experiments the Jones boys had scored very highly in card guessing, far above any previous results. The possibility of communication by whistling is mentioned, tried out, and it seems that young boys can use high pitched whistling cures which adults cannot hear. Various techniques were tried out which were not observed nor discovered by adults, including a magician. It seems that trick communication had been overlooked in attempts to solve the "impossible." The authors did not assume trickery by the Jones boys, but merely were wanting to try to imply ways of solving this mystery.—O. I. Jacobsen.

6949. Sharp, Heber C. (Utah State U.) **Effect of subliminal cues on test results.** *J. appl. Psy-*

chol., 1959 (Dec), 43, 369-371.—How well could college students respond to subliminal cues in taking a classroom subject matter examination? "Sixty Ss from a general psychology section were divided into two groups. Subject matter tests were projected on the screen." During the control periods blank slides were used; in the experimental subliminal cues were used. "A majority (60%) of the Ss learned to perceive consciously the 'hidden' stimulus."—J. W. Russell.

6950. Sheng-chang, Hsi; Yu-hui, Tsou, & Chung-hsein, Lin. **An experimental study on observations of stimuli from different directions.** *Acta psychol. Sinica*, 1959, 3(3), 177-181.—An experimental study was carried out on observations of single light stimulus and of combinations of 2-3 light stimuli presented from different directions while the Ss were operating a Link Instrument Trainer along a flight course. A central group which did not operate the machine also took part in the experiment. The results showed that in both groups the stimuli appearing in the front direction are most easily discovered; so are those from the left-front (or rather from the middle of the left-front) direction. There is not much difference between the reaction time in observing the stimuli from the left and from the right. The most difficult one is the stimulus appearing at the back direction. When the 3 regions—namely, upper, middle, and lower regions—are compared, it is found that stimuli in the upper region are most difficult to discover. When the number of stimuli increases to 2 or 3, the observation becomes incomplete. Moreover, the greater the distance between the stimuli, the more imperfect will be the observation.

6951. Thouless, Robert H. **Where does psychology go next?** *J. Soc. Psych. Res.*, 1960, 40, 207-219.—In future experiments, the author feels that there should be: (a) a pool of successful scorers (not aware of experimental aims or purposes), (b) renewed experimentation of ESP through self-experimentation, and (c) getting psi to work in the ESP technique. New experimentation is needed, not merely rehashing of old experiments, already "worn out."—O. I. Jacobsen.

6952. van Busschbach, J. G. (Haarlem, Netherlands) **An investigation of ESP in the first and second grades of Dutch schools.** *J. Parapsychol.*, 1959, 23, 227-237.—As an extension of work done during the past few years, ESP tests were conducted in the 1st and 2nd grades of public schools in 2 cities in the Netherlands to investigate the parapsychical relationship between teacher and pupils. The teacher sat in silence behind a screen at the back of the class and on each trial concentrated upon a target randomly selected from among 3 objects. The children indicated what object they thought the teacher was thinking about on each trial by crossing out one of the objects on a test form. Results obtained in Amsterdam were within the range of reasonable chance variation, while those obtained in a 2nd series in Dordrecht gave a statistically significant excess of hits over mean chance expectation. Other statistically significant differences were: (a) the 1st grade was higher than the 2nd; (b) the girls obtained higher scores than the boys.—J. G. Pratt.

6953. West, D. J. Comments on Dr. Figar's paper. *J. Soc. Psych. Res.*, 1959 (Dec), 40, 172-174. —This is a clarification of a paper on plethysmographic research (see 34: 6927) in which "deflections" between agent and percipient are explained. This assumes that spontaneous deflections are randomly distributed in time, so there is equal likelihood of a coincidence between agent and percipient deflection in each 10-second interval of both mental arithmetic and resting periods. But the most impressive number of coincidences occurred during the resting periods. The observed coincidences are 5 times expectation in resting periods, and $2\frac{1}{2}$ times in mental arithmetic concentration periods.—O. I. Jacobsen.

(See also Abstracts 6724(b), 6726, 6896, 7079, 7081, 7216(a), 7223, 7326, 7993)

VISION

6954. Armington, John C. (Walter Reed Army Inst. Research, Washington, D.C.) Chronic and short term dark adaptation of the human electroretinogram. *J. Opt. Soc. Amer.*, 1959 (Dec), 49, 1169-1175.—The human electroretinogram was elicited by test flashes which followed 2.5 sec. after the termination of a colored adaptation. Typically, the electroretinogram consisted of a negative wave followed by a double positive deflection. The negative wave gave evidence of mixed photopic-scotopic activity. The 1st positive wave showed high red photopic sensitivity when elicited by long wavelength test flashes and scotopic sensitivity when elicited by short wavelength test flashes. The 2nd positive wave was scotopic. When mixed photopic-scotopic activity was present, the negative wave showed a higher proportion of photopic activity than did the positive wave. Blue adaptation favored photopic response while red adaptation permitted an increase in scotopic sensitivity.—Author abstract.

6955. Arnhoff, Franklyn N. Age differences in performance on a visual-spatial task of stimulus generalization. *J. educ. Psychol.*, 1959, 50, 259-265. —54 aged and 60 young Ss were tested on a visual-spatial task of stimulus generalization. Response latency was found to be longer for the older Ss, consistent with previous findings. Significant differences in generalization (number and position of errors) were found between the 2 groups, with less generalization for the old. Errorless performances were found for 9 old Ss but none in the young group. Reanalysis of the data, excluding the errorless Ss, failed to yield significant differences in generalization; the original significant differences between the 2 groups were apparently due to disproportionate influence of the errorless Ss. A low, negative correlation between speed and accuracy was found in both groups.

6956. Averbach, E., & Coriell, A. S. (Bell Telephone Lab., Murray Hill, N.J.) Short-term storage in vision. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 17.—Abstract.

6957. Baker, Howard D., Doran, Michael D., & Miller, Knox E. (Florida State U.) Early dark adaptation to dim luminances. *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1065-1070.—Visual threshold changes were measured just before and just after a pre-adapting light was dimmed to several luminance

levels. The course of the sensitivity change is similar whether the eye is adapting to darkness or to a light which is merely dimmed. The major features of the early dark adaptation curve are a small rise in threshold when the preadapting light is turned off, and an abrupt subsequent drop which slows into the familiar dark adaptation curve. These 2 features are influenced by the luminance of both the preadapting and adapting lights. The locus of the effect is discussed as being probably in the receptor itself, and the implications of this suggestion are considered.—Author abstract.

6958. Bartley, S. H., & Nelson, T. M. Some relations between pulse-to-cycle fraction and critical flicker frequency. *Percept. mot. Skills*, 1960 (Feb), 10, 3-8.—"Various critical flicker frequency curves from two long-experienced Os in which CFF was plotted against pulse-to-cycle fraction, at each of four separate intensities, were obtained. These curves were found to be convex upward, beginning with certain CFF values for low PCFs and rising for intermediate PCFs and declining for still greater PCFs. By drawing horizontal lines across the graphs at sample CFF values, it was shown that such lines generally cross the curve in two places. In some cases, irregularities (reversals) in the curves accounted for a third crossing. From other known facts, a reversal is always to be expected. These reversals, in some cases, would have to appear below PCF values actually used. The three reversals were related, in principle, to the three transition points called for in Bartley's model of retinal behavior."—C. H. Ammons.

6959. Bartley, S. Howard, & Nelson, Thomas M. (Michigan State U.) A comparison of three rates of pulse onset and decline in producing critical flicker frequency. *J. Psychol.*, 1960 (Apr), 49, 185-194.—Critical flicker frequency was determined using an episcope with disks having 1, 2, and 3 open sectors. Not only the number of open sectors, but also the ratio between open and closed sectors of the disks was varied. Ratios of $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ were used and intensity was varied over a range from .014 c/ft² to 1400 c/ft² in logarithmic steps. It was found that at high intensities the 3 open-sectored disks required higher repetition rates to produce fusion (CFFs) than the 2-sectored disks, and the 2-sectored disks required higher rates than single open-sectored disks. At lower intensities, the curves depicting relations between intensity of photic pulse and CFF tended to converge or to cross. This means that the relations just described either reversed or gave some indication of reversing if intensity were reduced below the levels used. Interpreted in terms of taper of onset and decline of photic pulse, it meant that, at high intensities, the gradually tapered pulses were more effective than the steeply tapered ones in producing high CFFs, and at lower intensities the difference vanished or the relationship between rate of taper and CFF reversed.—Author abstract.

6960. Benkő, E. (Stephan Hosp., Budapest, Hungary) Objekt- und Farbensichtsfeldeinengung bei chronischem Lärmschaden. [Restriction of the visual field for color and objects in chronic hearing loss.] *Ophthalmologica*, 1959 (Dec), 138, 449-456.—Among workers who were subjected to high-intensity noise (110-124 db.) through the year, a distinct con-

centric narrowing of the color visual field was found. In some patients this later developed into a narrowing first of the nasal object visual field, which progressed gradually into a concentric narrowing of the entire visual field. According to the author, this is the first time that any such changes in the visual field caused by exposure to high noise levels have been reported in the literature.—K. M. Newman.

6961. Bernstein, Bernard Milton. (Northwestern U.) Apparent brightness inhibition as a function of inducing field flicker and luminance. *Dissertation Abstr.*, 1959 (Dec), 20, 2395.—Abstract.

6962. Best, F. (Marburg, Germany) *Beitrag zur Beziehung des Sensorischen zum Motorischen beim Sehen.* [Contribution on the relationship between sensory and motor processes in vision.] *Ophthalmologica*, 1959 (Sep), 138, 183-194.—Observations of eye movements using a negatively intermittent dim light source are used to explain nonmotion of objects during eye movements. Contrary to statements in the literature, the light trails emanating from the image of a light source during eye movement are not afterimages. Errors can arise from the influence of "objective" spatial cues on the subjective localization of movement. Perceptions arising during the different types of eye movements are explained without assuming any myosensory influence on the perceived position of external objects. If, during voluntary eye movements a positional factor emanating from the muscle nuclei were involved, no stable perception of the outside world would be possible. The processes accompanying eye movements are explained from cybernetic and reafferent points of view.—K. M. Newman.

6963. Blackwell, H. Richard, & Blackwell, O. Mortenson. (Ohio State U.) Blue cone systems isolated in atypical congenital achromatopsia. *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1137.—Abstract.

6964. Blackwell, H. Richard, & Blackwell, O. Mortenson. (Ohio State U.) Luminosity determinations in the central fovea at various illuminance levels. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 10-11.—Abstract.

6965. Boynton, Robert M., Kandel, Gillray, & Onley, Judith Wheeler. (U. Rochester) Rapid chromatic adaptation of normal and dichromatic observers. *J. Opt. Soc. Amer.*, 1959 (Jul), 49, 654-666.—A large number of spectral sensitivity curves has been obtained for 3 observers: a normal, a deuteranope, and a protanope, by means of a rapid chromatic adaptation technique. Sensitivity curves for several adapting luminances and colors have been obtained. It has proved possible to fit these data by summing 3 hypothetical underlying sensitivity functions which are applicable to all 3 Os. The analysis of the theoretical fits appears to be in support of the concept of protanopia as a lack of "red cones" and of deuteranopia as a fusion of the inputs from "red" and "green cones." There is evidence that chromatic adaptation is not, however, as selective as the hypothetical underlying sensitivity functions require.—Author abstract.

6966. Boynton, Robert M., Sturr, Joseph; Ikeda, Mitsuo; Wagner, Mahlon, & Siegfried, John. (U. Rochester) New approach to the study of flicker. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 16.—Abstract.

6967. Brock, Frederick W. (Optometric Center New York, NYC) Parallel alleys as clues to the constitution of visual space. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 20-21.—Abstract.

6968. Brown, Robert H. (USN Research Lab., Washington, D.C.) Visual sensitivity to differences in velocity. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 11.—Abstract.

6969. Brown, W. Lynn, & McDowell, A. A. (U. Texas) Visual acuity performance of normal and chronic irradiated monkeys. *J. genet. Psychol.*, 1960 (Mar), 96, 133-137.—6 normal, 10 low-dose irradiated, 9 intermediate-dose irradiated, and 4 high-dose irradiated rhesus monkeys were tested to a criterion of 21 correct responses (24 trials a day) for 2 successive days on each of 8 visual acuity problems presented in order of increasing difficulty. Each problem required the S to choose between circles and circles with breaks in order to procure a food reward. Previous visual acuity testing had shown a deficit only in the high-dose irradiated group during the 1st year following the radiation exposure to which the experimental animals had been subjected 3 years prior to the initiation of the present study. (a) The visual acuity deficit noted during the 1st year after exposure in the high-dose irradiated (616 representative) was still manifested 3 years after exposure. (b) Monkeys in the intermediate-dose group (308 representative), who had shown no visual acuity deficit during the 1st year after exposure, manifested such a deficit 3 years after exposure. (c) An interpretation of the results in terms of a basic deficit in learning ability for the monkeys of these 2 groups is contraindicated by their superiority over normal and low-dose irradiated monkeys on the initial and easiest problem.—Author abstract.

6970. Campbell, Charles J., & Rittler, M. Catherine. (Columbia U.) Macular visual fields. *AMA Arch. Ophthalmol.*, 1959 (Aug), 62, 287-294.—A method of clinical perimetry is described with the aim of providing a sensitive and reliable quantitative picture of macular functioning.—R. L. Sulzer.

6971. Chapman, Robert M. (Brown U.) Spectral sensitivity of single units recorded in bullfrog retina. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 17.—Abstract.

6972. Corbett, H. J., & Saxe, J. P. (Monsanto Chemical Co., Springfield, Mass.) Examination of I.S.C.C. Color Aptitude Test color differences. *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1136.—Abstract.

6973. Cornsweet, Tom N. (U. California, Berkeley) Some visual correlates of photopigment kinetics. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 11.—Abstract.

6974. Crawford, B. H. (National Physical Lab., Teddington, England) Measurement of color rendering tolerances. *J. Opt. Soc. Amer.*, 1959 (Dec), 49, 1147-1156.—The color rendering tolerances in different bands of the spectrum of an illuminant have been measured by direct experiment using several levels of illumination and a variety of test objects, including pictures, foodstuffs, and the human complexion. The spectral bands were contiguous, covering the whole visible spectrum, and their widths were chosen so that they had approximately equal weight from a color rendering point of view. All tolerances

were measured in relation to a full radiator reference illuminant, for single bands and also for combinations of bands. With these results it is possible to predict the color rendering performance of an illuminant knowing only the relative energy distribution in its spectrum. Examples are given. In general, the computed performance agrees with practical judgments derived from ordinary use.—Author abstract.

6975. Eisum, E. Frank. (U. Aarhus, Denmark) **Tangent screen illumination.** *Acta ophthal., Kbh.*, 1959, 37, 386-387.—A simple, inexpensive arrangement for achieving practically uniform tangent screen illumination is described.—M. S. Katz.

6976. Elithorn, Alick; Kerr, Myfanwy, & Mott, Joy. (National Hosp. Nervous Disorders, London, England) **A group version of a perceptual maze test.** *Brit. J. Psychol.*, 1960 (Feb), 51, 19-26.—190 national servicemen were tested on 1 of 2 group versions of a multiple-choice perceptual maze test and 99 of these Ss were retested a fortnight later. A further batch of 226 unrelated recruits were later given 1 version of the same test. Test-retest reliabilities were 0.89 for the same version of the test and 0.81 for the alternate version. From the other tests included in the battery it is suggested that the material samples an ability possibly related to "perceptual capacity."—C. M. Franks.

6977. Eskridge, Jess Boyd, & Hebbard, Frederick W. (Ohio State U.) **Role of saccades and drifts in maintaining binocular fixation.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 21.—Abstract.

6978. Evans, Ralph M. (Eastman Kodak Co., Rochester, N.Y.) **Fluorescence and gray content of surface colors.** *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1049-1059.—An investigation of the colors in the Munsell 5R plane and an extension of this study to colors produced in a small aperture in a large white illuminated surround have led to the discovery of some interesting and novel relationships. It is found that under these conditions the domain of surface color perception includes the whole of the range from $V = 0$ to 10 and $p_e = 0$ to 1.0 and under some conditions more. For a color of a given dominant wavelength there is a locus lying wholly within this space along which lie colors that do not appear to contain gray. If luminance or purity is increased above a point on this line, the sample takes on the appearance characteristic of a fluorescent material. If either is described below a point on this line, the color is perceived as having a gray component added to the purely chromatic component in increasing amounts until at $p_e = 0$, there is no chromatic component perception of the color or at low values of V the sample appears black. Above a point somewhat higher than surround luminance, the appearance of fluorescence ceases and the surface mode changes to the illuminant mode, the saturation of the perceived color decreasing with increasing luminance above this point. An hypothesis is suggested to explain the facts and it is pointed out that more than one kind of "brightness" is necessarily involved.—Author abstract.

6979. Fillenbaum, Samuel. (U. North Carolina) **The effect of distributional skewing upon judgment with free choice of scale.** *Amer. J. Psychol.*, 1960 (Mar), 73, 132-136.—In the context of Helson's adaptation-level theory (see 23: 1028), the effect

on the judgment of the slimness-broadness of a series of rectangles of varying the distribution of the stimulus-objects was investigated. Ss were allowed to use as many scale categories as they wished. No significant shifts in rating were observed, but with a doubling of the frequency of the slimmer rectangles "the predicted downward shift in adaptation-level, and . . . a significant inverse association between shifts in rating and adaptation-level" were shown by a preponderance of the Ss, a finding "difficult to interpret by Helson's theory of adaptation-level."—R. H. Waters.

6980. Friedman, S. M., & Fisher, C. **Further observations on primary modes of perception: The use of a masking technique for subliminal visual stimulation.** *J. Amer. Psychoanal. Ass.*, 1960, 8, 100-129.—In 1907 Urbantschitsch, the discoverer of eidetic imagery, observed that a visual stimulus rendered invisible by covering it with sheets of paper still registered through the paper upon the perceptual apparatus. The present writers confirmed this observation experimentally. The hypothesis that an ego-impairing drug (LSD-25) in subhallucinatory doses would increase the degree of delivery of percepts into subsequent imagery was tested and confirmed. Some of the results claimed for parapsychology may be based instead upon subliminal registration. There is need for studies of individual differences in degree of utilization of subliminal stimuli.—D. Prager.

6981. Fry, Glenn A. (Ohio State U.) **Blue end of the spectrum locus on a color mixture diagram.** *J. Opt. Soc. Amer.*, 1959 (Dec), 49, 1156-1158.—The blue corner of the writer's color mixture diagram is dichromatic in the sense that all colors in this region can be matched by mixtures of 465 m μ and a monochromatic stimulus at the red end of the spectrum. In order to locate spectrally pure stimuli below 486.8 m μ on the mixture diagram it has been necessary to use 486.8 m μ , 520 m μ , and 674 m μ as primaries. One can also use the fact that the confusion lines are straight and converge at the alychne to increase the precision in plotting. The writer's own mixture data have been used to illustrate these principles.—Author abstract.

6982. Gardner, R. W., & Long, R. I. **Errors of the standard and illusion effects with the inverted-T.** *Percept. mot. Skills*, 1960 (Feb), 10, 47-54.—"Evidence based upon responses of three samples of Ss ($N_s = 24, 44$, and 60) to the inverted-T and upon data presented by Kuennapas is presented to exemplify errors of the standard, as described by Piaget and his associates. The results suggest that errors of the standard and illusion effects are distinguishable aspects of response to the inverted-T and the L that may be products of variations in attention deployment, and that traditional 'illusion effect' measures for such figures can be grossly misleading because of failure to control for errors of the standard."—C. H. Ammons.

6983. Granda, Allen Manuel. (Walter Reed Army Inst. Research, Washington, D.C.) **Electrical responses of the human eye to colored flickering light.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 20.—Abstract.

6984. Hanes, R. M., & Rhoades, M. V. (Johns Hopkins U., Silver Spring, Md.) **Color identifica-**

tion as a function of extended practice. *J. Opt. Soc. Amer.*, 1959 (Nov), **49**, 1060-1064.—The use of color as a coding device has been limited in some important applications because a practical maximum of only about 15 absolutely identifiable colors have been found experimentally. This investigation was undertaken to determine whether or not substantial improvement in color identification could be obtained as a result of extended practice. One S practiced on Munsell color chips for about five months. Performance improved continuously, and at the end of the practice period the S was able to identify 50 colors with almost perfect accuracy. However, errors increased markedly during 3 months of no practice immediately following the training period.—Author abstract.

6985. Hedlund, James M., & White, Carroll T. (USN Electronics Lab., San Diego, Calif.) **Nystagmus induced by visual feedback.** *J. Opt. Soc. Amer.*, 1959 (Jul), **49**, 729-730.—In the course of a study dealing with visual tracking characteristics the need arose for a technique whereby S could directly observe his own eye movements. This was accomplished by use of a concave spherical first-surface mirror, in which S could see the image of the corneal reflection of a flashlight bulb which was suspended slightly to one side of the mirror. "... the subject's eyes tended to go into oscillation when the moving target display was turned off and they had only the image in the concave mirror upon which to fixate." This oscillation sometimes took the form of slow, sinusoidal movements, and at other times more rapid, sawtooth movements, similar to the familiar nystagmus of rotation.—F. Ratliff.

6986. Helson, Harry, & Nash, Myrtle C. (U. Texas) **Anchor, contrast, and paradoxical distance effects.** *J. exp. Psychol.*, 1960 (Feb), **59**, 113-121.—"Eight groups of five Ss each judged seven sets of weights first by method of single stimuli and second after intervals of one or two weeks following either a very light or very heavy background or anchor stimulus. Two types of shifts in judgment due to introduction of the anchor stimuli were found. ... It is shown that both classical contrast effects and paradoxical distance effects may be accounted for in terms of the adaptation-levels arising from interactions between series and background stimuli and between residuals from previous stimulation and present stimulation."—Author abstract.

6987. Hochberg, J., & Hardy, D. **Brightness and proximity factors in grouping.** *Percept. mot. Skills*, 1960 (Feb), **10**, 22.—"The 'Gestalt grouping factor,' proximity, offers a measure of brightness-similarity. ... Each of four 4×4 matrices of $\frac{1}{2}$ " light dots (0.18 ft.-lamberts) on dark ground (0.06 ft.-lamberts) had spacing a between rows, $b = 1.5"$ for columns. Matrices I to IV were judged to be either 'horizontal rows' or 'vertical columns' by each of 16 Ss in balanced order, at 3' for 5 sec. Alternate column brightnesses were varied by rear illumination of appropriate dots, to find the brightness difference thresholds ... at which Ss' serial exploration judgments shifted from 'horizontal' to 'vertical.' As relative proximity within rows (ratio a/b) increased, so did the intra-row brightness differences needed to reorganize the apparent rows into columns ... $p < .05$;

$F = 14.7$; $df = 3/60$. The relationship is logarithmic for the present range of values."—C. H. Ammons.

6988. Horne, E. P., & Hart, H. C. (U. Florida) **Perceptual thresholds and spontaneous cortical rhythms.** *J. gen. Psychol.*, 1960 (Apr), **62**, 185-188.—Measures of perception and specific cortical responses were obtained for 31 male college students. The measures of visual perceptual threshold, retinal rivalry rate, and Thurstone's Dotted Outlines Test were unrelated to each other and unrelated to the measures of cortical activity used. Alpha index and Alpha frequency were inversely related to a statistically significant degree. This finding was related to a theory of recruitment of the cortex.—Author abstract.

6989. Howard, Ian Porteus. (U. Durham, England) **Attneave's interocular color-effect.** *Amer. J. Psychol.*, 1960 (Mar), **73**, 151-152.—Experimental tests are presented to support the view that "... the alternation of the opening of the eyes is neither a necessary ... nor sufficient condition ... for Attneave's reported effect, which can not therefore depend on binocular interaction."—R. H. Waters.

6990. Hubbard, Ruth, & Colman, Arthur D. (Harvard U.) **Vitamin-A content of the frog eye during light and dark adaptation.** *Science*, 1959 (Oct), **130**, 977-978.—"Rhodopsin is synthesized from 11-cis retinene (vitamin A aldehyde), but releases all-trans retinene when bleached by light. In the frog, both isomers of vitamin A are stored in the eye. Total ocular vitamin A, including that bound as retinene in rhodopsin, remains constant during light and dark adaptation. Stores of 11-cis vitamin A, however, diminish in the light and are replenished in darkness." 2 tables: (a) Vitamin A content of the frog eye (*R. pipiens*) following light or dark adaptation in vivo. (b) Percentage of 11-cis vitamin A in eyes of frogs, dark or light adapted.—S. J. Lachman.

6991. Hyman, Aaron. (Columbia U.) **Formulation to account for CFF findings.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 12.—Abstract.

6992. Jameson, Dorothea, & Hurvich, Leo M. (New York U.) **Perceived color and its dependence on focal, surrounding, and preceding stimulus variables.** *J. Opt. Soc. Amer.*, 1959 (Sep), **49**, 890-898.—Alternative formal definitions of perceived color are examined. Both alternative formulations treat the responses evoked by stimulation of a focal test area, but in one case the influence of surrounding stimulation on the primary test area is taken into consideration, whereas this influence is ignored in the other formulation. The consequences of these alternative formulations for predictions of equivalent stimuli and for predictions of color appearance under different circumstances are discussed. Sensory scaling experiments are reported which yield direct quantitative estimates of the hue, saturation, and brightness attributes of perceived color, and of the dependence of these attributes on variations in focal, surrounding, and preceding stimulation. The relation of some of these dependencies to opponent neural induction mechanisms postulated by the opponent-colors theory is discussed.—Author abstract.

6993. Jameson, Dorothea, & Hurvich, Leo M. (New York U.) **Opponent chromatic induction:**

Experimental evaluation and theoretical account. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 12.—Abstract.

6994. **Johannsen, D. E.** Black-white relation of figure and ground in nursery school children's figure perception. *Percept. mot. Skills*, 1960 (Feb), 10, 23-26.—"The hypothesis that a dark figure on a light ground is easier to perceive than the reverse was tested by requiring 40 nursery school children to select the cutout figure of the animal (from among six) which was the same as that on a stimulus card. The 60 stimulus cards represented five degrees of distinctness of figure; in 30 the figure was light on a dark, and in 30, dark on a light background. Figure-background discrimination improved as a function of age and the distinctness of the figures, but not as a function of the figure-background brightness relation."—C. H. Ammons.

6995. **Jones, R.** (Polaroid Corp., Cambridge, Mass.) Quantum efficiency of human vision. *J. Opt. Soc. Amer.*, 1959 (Jul), 49, 645-653.—The detective quantum efficiency for foveal vision is computed from the flash perception data of Blackwell and McCready. The detective quantum efficiency is identical with the concept of quantum efficiency introduced by Rose in 1946, and is defined as the square of the ratio of the smallest possible threshold to the observed threshold, where the smallest possible threshold is set by the statistical fluctuations in the number of the background photons entering the eye. The computed values of the detective quantum efficiency Q depend on the target diameter α , on the light pulse duration T , and on the background luminance B . The maximum values of Q (with respect to variation of α and T) range from about 0.25% to about 1.0% over the range from 0.1 to 100 ft. L, with the maximum value occurring at about 1.0 ft. L. The computed values of Q are free of the questionable assumptions previously used by Rose and by Jones regarding integration time and threshold signal-to-noise ratio.—Author abstract.

6996. **Julesz, B.** (Bell Telephone Lab., Murray Hill, N. J.) Binocular depth perception and pattern recognition. *J. Opt. Soc. Amer.*, 1960, Program Suppl., 12.—Abstract.

6997. **Keegan, H. J.** (National Bureau Standards, Washington, D.C.) Color codes and the red-green confuser. *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1136.—Abstract.

6998. **Kelly, D. H.** (Technicolor Corp., Burbank, Calif.) Effects of sharp edges in a flickering field. *J. Opt. Soc. Amer.*, 1959 (Jul), 49, 730-732.—"It appears that not only sinusoidal flicker thresholds, but probably also other measurements of human visual properties made with the traditional photometer field are confounded by the artifacts discussed here. As a result of this 'edge-enhancement' behavior of the retina, the observer responds chiefly to the edge gradient; while the experimenter often controls only the large-area luminances."—F. Ratliff.

6999. **Kistiakovskaia, M. IU.** (Inst. Pediatrics, Moscow, Russia) Ob ustoiichivosti zritel'nykh reaktsii u detei pervykh mesiatsev zhizni. [On the stability of visual reactions in children during the first months of life.] *Vop. Psikh.*, 1959, 5(5), 124-133.—Observational and experimental data on 5

babies, collected over a period of 10-15 days after birth to 3 months of age, show that a speedy development of visual reactions is to be observed: increasing frequency of appearance, improvement of motor control, and increased duration. Conditions leading to the formation of stable visual reactions in a baby are analyzed with stress on the role of kinesthetic impulses.—I. D. London.

7000. **Knoll, Henry A.** (Bausch & Lomb Optical Co., Rochester, N.Y.) Research tilting haploscope. *J. Opt. Soc. Amer.*, 1959, 49, 1176-1179.—Exact knowledge of binocular coordination in human Ss has been obtained largely with the head held erect and with the fixation point symmetrically placed before the eyes in a horizontal plane. Rotational responses (vergences and versions) have been assumed to correspond with the rotational stimuli. The exceptions to these restrictions are reviewed. A tilting haploscope has been designed and constructed which differs from other haploscopes previously described in that: (a) it enables one to tilt the plane of regard (the plane containing the centers of rotation of the 2 eyes and the fixation point) about the base line (the line connecting the centers of rotation of the 2 eyes), (b) the S's head can be tilted about the base line, and (c) a means of recording rotational responses is provided. The optical and mechanical features are described as well as the method of positioning the S's head. Preliminary results using 5 Ss suggest that the ACA ratio decreases when the plane of regard is elevated, and that the ACA is not effected by the tilt of the head. Rotation of the eye lags the stimulus increasing as the stimulus is moved peripherally with maximum values up to approximately $\frac{1}{2}$ degree.—Author abstract.

7001. **Kumnick, L. S.** (NYC) A scanning pupillometer. *Amer. J. Ophthalm.*, 1959 (Aug), 48, 259-262.—Apparatus is described for continuous graphic recording of changes in pupillary size.—D. Shaad.

7002. **Künnapas, Theodor M.** (U. Stockholm, Sweden) Visual field as a frame of reference: With special regard to the vertical-horizontal illusion. Stockholm, Sweden: Almqvist & Wiksells, 1959. 19 p.—This monograph is a summary of results published by the author in 11 publications appearing between 1955 and 1959. These studies began with an analysis of the vertical-horizontal illusion. It was shown that the overestimation of the vertical, using the classical inverted T, is due to 2 different illusions: the overestimation of the vertical line, and the illusion of the dividing line. The overestimation of the dividing line is independent of the orientation of the figure. It has a maximum at the midpoint position and 2 minima at the end position, as in the L figure. The L figure was used in subsequent experiments to illustrate the relationship of the illusion to the visual field. It was shown that the overestimation of the vertical direction is a function of the shape of the normal visual field.—H. A. Knoll.

7003. **Leibowitz, H., & Hartman, T.** (U. Wisconsin) Magnitude of the moon illusion as a function of the age of the observer. *Science*, 1959 (Sep), 130, 569-570.—"Nineteen adults and nineteen children ranging in age from 4 to 11 years served in the outdoor experiment." 10 children and 10 adults participated in the indoor experiment. A figure rep-

representing results is presented. "The diminution in the apparent size of an object when viewed overhead as compared with its apparent size in the horizontal plane is greater for children than for adults. This relationship, of which the well-known moon illusion is a special case, is interpreted to be a consequence of the normal development of size constancy."—S. J. Lachman.

7004. Leibowitz, H., & Moore, D. (U. Wisconsin). **Role of oculomotor adjustments in the perception of size.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 11-12.—Abstract.

7005. Levinson, J. (Bell Telephone Lab., Murray Hill, N.J.). **Retinal photoreceptors and flicker fusion.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 16.—Abstract.

7006. Luria, S. M., & Schwartz, Ira. (USN Medical Research Lab., New London, Conn.). **Scotopic acuity as a function of preadaptation color and target luminance.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 11.—Abstract.

7007. MacAdam, David L. (Eastman Kodak Co., Rochester, N.Y.). **Small-field chromaticity discrimination.** *J. Opt. Soc. Amer.*, 1959 (Dec), 49, 1143-1146.—The evaluation of the noticeability of chromaticity differences between very small areas is needed in studies of color graininess. In the present work, color-discrimination data for 11 well-selected chromaticities were determined by a single observer using a matching method for fields subtending 3 ft. and 4.4°. The data for the large field agree fairly well with those previously published. The comparable results for the 3 ft. field have been summarized for convenience in the form of a plane uniform chromaticity diagram in which the standard CIE coordinate network is curvilinear. The diagram represents a simplified approximation to the actual results, which would require a curved surface for accurate representation. Nevertheless, the present diagram is suitable for evaluating the large chromaticity differences that are encountered in color graininess and in most other applications of small-field color-discrimination data.—Author abstract.

7008. McColgin, Franklin Harding. (Columbia U.). **Movement thresholds in peripheral vision.** *Dissertation Abstr.*, 1960 (Apr), 20, 4187.—Abstract.

7009. McDowell, A. A., & Brown, W. Lynn. (U. Texas). **Visual acuity performance of normal and chronic focal-head irradiated monkeys.** *J. genet. Psychol.*, 1960 (Mar), 96, 139-143.—9 normal monkeys, 4 monkeys with previous focal-head irradiation of the posterior association areas, and 2 monkeys with previous focal-head irradiation of the frontal association areas were tested on each of 8 visual acuity problems presented in order of increasing difficulty. Each problem required the S to choose between circles and circles with breaks in order to procure a food reward. (a) Normal animals showed gradual improvement in performance from problem to problem. (b) Animals with previous focal-head irradiation of the posterior association areas showed gradual improvement through the first 4 problems with a gradual decline through the last 4. (c) Animals with previous focal-head irradiation of the frontal association areas showed no improvement from problem to problem.—Author abstract.

7010. McKennell, A. C. (Glasgow U., Scotland). **Visual size and familiar size: Individual differences.** *Brit. J. Psychol.*, 1960 (Feb), 51, 27-35.—Although the size of familiar objects can be estimated by memory alone it is not certain whether memory is operative in size estimates of familiar objects seen in ordinary perceptual situations. An experimental study of 38 Ss suggests that prior knowledge of familiar "homogeneous" objects (occurring environmentally mainly in 1 standard size) entirely determined the estimate of their size, while even for less familiar and for "heterogeneous" objects there is evidence, in some cases, that nonvisual factors were partly active.—C. M. Franks.

7011. Matin, Leonard. (Columbia U.). **Binocular summation at the absolute threshold of peripheral vision.** *Dissertation Abstr.*, 1960 (Mar), 20, 3856-3857.—Abstract.

7012. Middleton, W. E. Knowles, & Wyszecki, G. W. (National Research Council Canada). **Visual thresholds in the retinal periphery for red, green, and white signal lights.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 20.—Abstract.

7013. Nachimias, Jacob. (Swarthmore Coll.). **Two-dimensional motion of the retinal image during monocular fixation.** *J. Opt. Soc. Amer.*, 1959 (Sep), 49, 901-908.—A new modification of the contact lens technique was employed to record simultaneously vertical and horizontal components of eye movements. These were trigonometrically transformed to yield information about retinal image motion parallel to 8 retinal meridians. It was found that eye movements occur predominantly in a small range of directions, which differs from S to S. Correlational and other statistical analyses of drift and saccadic movements led to the following conclusions about the nature of visual fixation: (a) Saccades compensate for the displacement of the retinal image away from some optical locus, but their probability of occurrence may increase with time since the last saccade, rather than with displacement. (b) The error signal to which saccades respond is probably generated 0.10 sec. prior to their occurrence. (c) Parallel to those meridians where saccade compensation is poor, compensation by drifts becomes appreciable.—Author abstract.

7014. Nelson, T. M., Bartley, S. H., & DeHardt, D. (Michigan State U.). **Considerations involved in obtaining averages of CFF data.** *J. Psychol.*, 1960 (Apr), 49, 263-277.—CFF data from 29 Os in one type of experiment and 10 in another were examined to determine whether they displayed characteristics which would provide for generalizations in regard to the procedure of averaging. While principles in regard to averaging of data were the primary consideration, the determination of the fewest readings to be obtained for any single condition was attempted. No blanket rule in regard to numbers of readings to be averaged was formulated, but the data provided the basis for what was considered to be a helpful discussion of the subject.—Author abstract.

7015. Nelson, Thomas M., Bartley, S. Howard, & DeHardt, Doris. (Michigan State U.). **A comparison of variability of three sorts of observers in a sensory experiment.** *J. Psychol.*, 1960 (Jan), 49, 3-11.—CFF data from 2 trained, 6 sophisticated, and

21 naive Os are compared graphically and statistically over 28 combinations of intensity and PCF (pulse to cycle fraction—light-dark ratio). It is concluded that all groups provide the same overall pattern of data, but that the performance of trained Os is preferable to that of the naive, because significant decreases in variability occur from one O class to another.—Author abstract.

7016. Newhall, S. M., Burnham, R. W., & Evans, R. M. (Eastman Kodak Co., Rochester, N.Y.) **Influence of shadow quality on color appearance.** *J. Opt. Soc. Amer.*, 1959 (Sep), 49, 909-917.—Shadows of skylight quality and of daylight quality were cast upon various test samples. The color appearance of a test sample, both as shadowed and as unshadowed, was matched by adjusting the field of a visual colorimeter. Only the skylight shadow evoked any trend in hue, and this was toward the blue; but both shadows produced systematic losses in saturation and lightness. Still none of these perceptual changes was as great as the corresponding colorimetric change in the test stimulus would suggest; in other words, considerable color constancy was associated with both shadows. The difference in effect between the 2 kinds of shadows was appreciable as evaluated in Munsell hue but seemed almost negligible as regards value and chroma. These results refer to the attention-directed experimental observations; more casual viewing presumably would result in more constancy effect and even less differential effect.—Author abstract.

7017. Nimeroff, I., Rosenblatt, Joan R., & Dannemiller, Mary C. (National Bureau of Standards, Washington, D.C.) **Variability of color-mixture data.** *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1137.—Abstract.

7018. Ogilvie, John C., & Taylor, Maurice M. (Defence Research Medical Lab., Toronto, Canada) **Effect of length on the visibility of a fine line.** *J. Opt. Soc. Amer.*, 1959 (Sep), 49, 898-900.—The threshold visibility of a series of test objects ranging from a fine line to a square was determined at 2 orientations, vertical and oblique. It was found that as the test objects became longer and narrower the area of the threshold objects increased. The limiting width for a fine line was 0.5 sec. and for a square about 12 sec. These values are comparable to those previously reported.—Author abstract.

7019. Ohwaki, Sonoko. (Clark U.) **An investigation of figural adaptation within the framework of sensory-tonic field theory.** *Dissertation Abstr.*, 1960 (Jan), 20, 2922-2923.—Abstract.

7020. Onley, Judith Wheeler. (U. Rochester) **Transitivity of brightness scales for differing levels of adaptation.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 11.—Abstract.

7021. Peckham, R. H., & Hart, William M. (Eye Research Found., Bethesda, Md.) **Synaptic behavior as deduced from thresholds to remittent visual stimuli.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 17.—Abstract.

7022. Rappaport, Maurice. (Ohio State U.) **The role of redundancy in the discrimination of visual forms.** *Dissertation Abstr.*, 1959 (Dec), 20, 2403.—Abstract.

7023. Rashbass, C., & Westheimer, G. (Ohio State U.) **Recording rotational eye movements independently of lateral displacement.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 17.—Abstract.

7024. Ravich-Shcherbo, I. V., & Shvarts, L. A. (Inst. Psychology, Moscow, Russia) **Sootnoshenie skorosti vozniknoveniia i skorosti prekrashcheniia nervnykh protsessov kak pokazatelei podvizhnosti nervnykh protsessov.** [Relation of speeds of onset and cessation of nervous processes as criteria of lability of nervous mobility.] *Vop. Psikh.*, 1959, 5(5), 97-103.—Individual differences as regards onset and cessation rates of visual sensation were exhibited by 20 young adults in experiments in which the rates were determined, respectively, by the magnitude of adequate optical chronaxie and by the critical flicker frequency. For the majority of Ss the 2 rates were found to be proportional, that is, the faster the initial rate of onset of sensation, the faster the rate of cessation. The individual differences observed were attributed to differences in the mobility of the nervous processes.—J. D. London.

7025. Richardson, A. M., & Davis, L. M. A **method of training voluntary eye movements in cats.** *Percept. mot. Skills*, 1960 (Feb), 10, 55-62.—“The present method of training was developed in order to (a) afford a means of comparing conjugate ocular deviations of the intact cat with those of the human S and with those electrically elicited in the feline encéphale isolé, and (b) determine the effects of particular lesions of postulated oculomotor tracts upon the extent of voluntary lateral gaze. The method, with use of the equipment as described, yielded adequate data for such analyses. Large reliable samplings of ocular rotations ranging from 10° to 35° on each of six cats were obtained. It would appear . . . that such a training procedure, with use of photographic recording, offers a tool for obtaining an accurate measure of [various aspects of] . . . ocular motility.”—C. H. Ammons.

7026. Rydberg, H. (U. Lund, Sweden) **Optical interference as the basis of the mechanism of vision.** *Acta ophthal.*, 1959, 37, 305-324.—A discussion of the morphological, statistical, and physical characteristics of visual receptors is developed toward a theoretical demonstration that all “main visual sensations can be adequately interpreted by an interference theory.”—M. S. Katz.

7027. Shurcliff, William A. (Polaroid Corp., Cambridge, Mass.) **New visual phenomenon: The Greenish-yellow blotch.** *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1041-1048.—A new phenomenon of color vision is described. An observer, viewing only a uniform physical field, finds that his perceptual field suddenly becomes broken up into areas (called pattern and background) that exhibit 2 very different colors. The pattern arises suddenly, and lasts only a few seconds. It has an irregular, blotchy shape and may be 45° or more in width (becoming smaller in successive experiments and finally remaining absent entirely). The creation of the pattern depends on the spectral energy distribution (not the color!) of the physical field. Wavelengths near 570 mμ and 470 mμ play crucial and antithetical roles. The color of the pattern depends on the spectral distribution of the physical field being viewed currently. The color

is neither similar to nor complementary to that of the background or any preceding field. To tie together the wealth of observations as to color, duration, and sequence effects of the patterns, one may postulate that the perceptual field-of-view is governed (as regards yellowness/blueness ratio only) by hundreds of radiation-actuated switches arranged in parallel. Each switch is of 3-position type, and can produce normal yellowness/blueness ratio, extremely high (anomalous) ratio, or extremely low (anomalous) ratio. By referring to the postulated design of the switch, an investigator can predict the results of nearly any pertinent experiment.—Author abstract.

7028. Smythies, J. R. (U. Cambridge, England) **The stroboscopic patterns: II. The phenomenology of the bright phase and after-images.** *Brit. J. Psychol.*, 1959 (Nov), 50, 305-324.—(see 34: 2502) A detailed study of the bright-phase of the stroboscopic sensory patterns observed in the visual field on looking at a large uniform surface illuminated by a flickering light. These patterns were described, analyzed and classified, and the afterimages examined in a similar fashion. A significant general finding was that the patterns are only very rarely composed of straight and curved lines as connected elements of the pattern, they are either straight-line patterns or curved-line patterns. 48 figs., 17 refs.—C. M. Franks.

7029. Solley, Charles M. (Menninger Found., Topeka, Kan.) **Influence of head tilt, body tilt, and practice on reduction of error in perception of the postural vertical.** *J. gen. Psychol.*, 1960 (Jan), 62, 69-74.—It was hypothesized that Ss improve with practice in their accuracy of perception of the postural vertical in complex test conditions. 4 groups of 6 Ss each were studied. 2 conditions of body tilt, either 30° to the left or 30° to the right, were studied as well as 2 conditions of head tilt, either 30° to the left or 30° to the right. A given S was always tilted in 1 direction with 1 direction of head tilt. Each S had to return himself to the point where he perceived himself as aligned with true vertical on each of 30 trials. It was found that there was a significant reduction of error in perception of the postural vertical with practice, that right and left head tilts produced significantly different results, that there was a significant interaction between head tilt and trials, and that there was a significant interaction between head tilt, body tilt, and trials.—Author abstract.

7030. Sperling, George. (Bell Telephone Lab., Murray Hill, N.J.) **Negative afterimage without prior positive image.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 20.—Abstract.

7031. Sperling, Harry G. (Minneapolis-Honeywell Regulator Co., Minn.) **The relative spectral sensitivity of the fovea as a function of retinal illuminance.** *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1137.—Abstract.

7032. Sperling, Melitta. **Some regressive phenomena involving the perceptual sphere: The phenomena of objects coming closer and of objects receding from view.** *Int. J. Psycho-Anal.*, 1959, 40, 304-307.—Patients, though not psychotic, sometimes perceive erroneously that objects are coming closer to them or are receding from them. The "coming

closer" is an expression of the oral instinct, while the receding represents the anal instinct.—G. Elias.

7033. Streimer, Irving. (New York U.) **Age and sex as factors in ability of adults to discriminate saturation differences in the colors cyan and yellow.** *Dissertation Abstr.*, 1960 (Mar), 20, 3863.—Abstract.

7034. Stultz, Keith F., & Zweig, Hans J. (Eastman Kodak Co., Rochester, N. Y.) **Relation between graininess and granularity for black-and-white samples with nonuniform granularity spectra.** *J. Opt. Soc. Amer.*, 1959 (Jul), 49, 693-702.—In order to determine the relation between the visual impression of graininess and the objectively determined granularity of a wide range of granularity types, a series of samples was prepared containing uniformly exposed black-and-white materials and prints (transparencies) containing varying degrees of mottle. These samples were judged by the method of paired comparisons at different magnifications and scanned to obtain the standard deviation σ_{dist} for a wide range of scanning apertures. The psychophysical relationship between the 2 functions, (a) graininess versus magnification and (b) granularity σ_{dist} versus the square root of the scanning area, depends on the character of the scanning operation performed by the eye. An estimate of the size of the effective spot of the eye can be obtained from these data.—Author abstract.

7035. Sutherland, N. S. (Oxford U., England) **Visual discrimination of orientation by octopus: Mirror images.** *Brit. J. Psychol.*, 1960 (Feb), 51, 9-18.—A crucial experiment was set up to evaluate 2 possible hypotheses capable of accounting for certain discrimination abilities of octopuses. It was found that octopuses trained to discriminate visually between different pairs of mirror image shapes were able to discriminate more readily between up-down mirror images than between left-right mirror images. Discrimination ability was found to be equally good between mirror image shapes as between nonmirror image shapes. Octopuses may be trained by the method of making reward conditional upon an attack upon the positive shape presented upon its own instead of presenting reward with the positive shape every positive trial.—C. M. Franks.

7036. Sweeney, Edward J. (USN Medical Research Lab., New London, Conn.) **Effect of the test stimulus on the measurement of dark adaptation.** *J. Opt. Soc. Amer.*, 1959 (Jul), 49, 667-668.—Questions have been raised in dark adaptation experiments about the light adapting effect of the test flashes used to measure the course of dark adaptation. An experiment was undertaken to determine the allowable upper limit of the test stimulus. A series of $\frac{1}{2}$ sec. flashes of a given intensity was presented to the O after he had become dark adapted, and his recovery of the dark adapted state was determined. The net effects of the flashes were plotted for various values of flash intensities in a range several log units above the threshold.—Author abstract.

7037. Taguti, Ryuzaburo, & Sato, Masako. (Taguti Inst. Psychophysics, Tokyo, Japan) **Exponential color coordinate system.** *J. Opt. Soc. Amer.*, 1959 (Nov), 49, 1136.—Abstract.

7038. Taylor, Nelson W. (Minnesota Mining & Manufacturing Co., St. Paul, Minnesota) **Energy requirements for foveal vision at threshold.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 21.—Abstract.

7039. Tjossem, Theodore David. (U. Washington) **An experimental study of perceptual defense.** *Dissertation Abstr.*, 1960(Apr), 20, 4189-4190.—Abstract.

7040. Tulunay, Ulker Saniye. (Brown U.) **Effects of retinal image motions on acuity.** *Dissertation Abstr.*, 1959(Dec), 20, 2404-2405.—Abstract.

7041. van den Brink, G., & Bouman, M. A. (RVO-TNO, Soesterberg, Netherlands) **Visual acuity depending on spherical correction.** *Ophthalmologica*, 1959(Sep), 138, 222-224.—Visual acuity depending on the spherical power of 5 corrective lenses varying from -1.5 to +1.0 diopters using a checkerboard target was measured. The visual acuity data ($1/\alpha$) are plotted for one observer as a function of the spherical powers under 8 different illuminances ranging from 2-200 lux. Results are: (a) Visual acuity increases with increasing luminance. (b) Above a certain spherical power acuity decreases with increasing power, since above this value accommodation can no longer compensate for the power of the corrective lens. (c) Below this power value the visual acuity curves show maxima and minima which are explained in terms of the dioptric distribution of the eye's lens and its behavior during accommodation. (d) Maximum and minimum values are least striking in cases of smallest and largest pupil, since for a small pupil there will be only a slight change in the homogeneity of the lens, and for a large pupil (low luminance) visual acuity is already small by retinal summation in the periphery, so that spreading of the retinal image caused by decreased homogeneity of the lens influences visual acuity to a lesser degree.—K. M. Newman.

7042. Vetterli, Clarence H. (Reading & Vision Center, Burbank, Calif.) **How good is 20/20 vision?** *Education*, 1959(Sep), 80, 41-45.—The author points out the fallacy of the myth of 20/20 vision, indicates the amount of harm done through delayed correction of visual defects, offers suggestions, and presents several cases.—S. M. Amatora.

7043. Walls, Gordon L. (U. California, Berkeley) **"Land! Land!"** *Psychol. Bull.*, 1960(Jan), 57, 29-48.—The recent theoretical analysis of Land (see 34: 2483) has been received by some as the ultimate in understanding color vision. When the features of the theory are contrasted with prior formulations and data the assertion is made that "I am quite content with being able to explain why Land gets what he does get, using only old knowledge and old language and making no use whatever of Land's fantastic new hypotheses and new concepts." 16 refs.—W. J. Meyer.

7044. Ward, Hensel Owen. (Ohio State U.) **An exploratory study of chromatic discrimination with a binocular method.** *Dissertation Abstr.*, 1960(Mar), 20, 3865-3866.—Abstract.

7045. Wild, Bradford W. (Ohio State U.) **Relations between border gradients and the contrast threshold.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 21.—Abstract.

7046. Wild, Bradford Williston. (Ohio State U.) **The relation between border gradients and contrast threshold.** *Dissertation Abstr.*, 1960(Mar), 20, 3866.—Abstract.

7047. Wright, Hilton, & Wysecki, Günter. (National Research Council, Ottawa, Canada) **A field trial of 10° color-matching functions.** *J. Opt. Soc. Amer.*, 1959(Nov), 49, 1137.—Abstract.

7048. Yilmaz, Huseyin. (Sylvania Electric Products, Waltham, Mass.) **On color perception.** *J. Opt. Soc. Amer.*, 1960, Program Suppl., 20.—Abstract.

7049. Zajac, J. L. (U. Edinburgh, Scotland) **Convergence, accommodation, and visual angle as factors in perception of size and distance.** *Amer. J. Psychol.*, 1960(Mar), 73, 142-146.—It is argued that "the angle of convergence is not the proper factor on which the perceived size of stereoscopic or double images depends." Accommodation and visual angle are essential. Other contributing factors are also given mention.—R. H. Waters.

(See also Abstracts 6931, 6934, 6938, 6939, 6940, 6943, 7055, 7080, 7149, 7161(a), 7163(a), 7185, 7277(a), 7281(a), 7298(a), 7442, 8176(a), 8476, 8522, 8527)

AUDITION

7050. Ades, Howard W., Morrill, S. N., Graybiel, Ashton, & Tollhurst, G. C. (USN School Aviation Medicine, Pensacola, Fla.) **Threshold of aural pain to high intensity sound.** *Aerospace Med.*, 1959(Sep), 30, 678-684.—"Deaf and normal human subjects were exposed monaurally to high intensity noise stimuli including pure tone and broad band noise. There was considerable individual variation, but in general, thresholds for deaf subjects were slightly higher than for normals. Possible explanations of this difference are discussed."—Author abstract.

7051. Barrett, Lyman Stewart. (Stanford U.) **Threshold relationships in simulated hearing loss.** *Dissertation Abstr.*, 1960(Feb), 20, 3395-3396.—Abstract.

7052. Carhart, Raymond, & Jerger, James. (Northwestern U.) **Preferred method for clinical determination of pure-tone thresholds.** *J. speech hear. Dis.*, 1959, 24, 330-345.—The Hughson-Westlake ascending method for establishing pure-tone auditory threshold is recommended for general clinical use when audiometry is performed with a 5 db. intensity interval. Experimental exploration with 36 normal hearing Ss yielded thresholds which were clinically equivalent to those obtained by similar short, tonal presentations patterned in descending, or threshold-crossing sequences. Adoption of the method is recommended over other methods for the sake of uniform clinical audiometry.—M. F. Palmer.

7053. Cohen, Alexander. (Pennsylvania State U.) **Pitch-intensity relationship for pure and complex tones.** *Dissertation Abstr.*, 1960(Feb), 20, 3365-3366.—Abstract.

7054. Coleman, Paul D. (Tufts U.) **Cortical correlates of auditory localization.** *Science*, 1959(Jul), 130, 39-40.—The validity of a place principle in auditory localization was investigated. Data were acquired via a 6-channel electroencephalograph. Ss

were 15 cats anesthetized with nembutal. "Responses were recorded simultaneously from a number of electrodes on the auditory cortex of one hemisphere of cats. Response amplitudes at different electrodes reached maxima and minima at different real or apparent locations of a click stimulus." 3 graphs of results indicating amplitude of cortical response to click stimuli are presented. "These data suggest that the angular location of auditory stimuli may be represented in the auditory cortex of one hemisphere by means of a place principle."—S. J. Lachman.

7055. Farrimond, T. (Medical Research Council, Liverpool, England) **Age differences in the ability to use visual cues in auditory communication.** *Lang. Speech*, 1959, 2, 179-192.—180 male employees of a large factory were given a pure tone audiogram, a hearing ability test using sentences, a vocabulary test, and a silent film test of speech reading. Results showed a general decline with age for both the audiogram and the hearing test. Speech reading ability improves from the 2nd to the 3rd decade of life and declines thereafter. There is a small positive partial correlation between vocabulary level and speech reading ability with age held constant. There is a negative correlation of the same magnitude between age and speech reading ability with vocabulary level held constant.—A. E. Horowitz.

7056. Faulds, Bruce Douglas. (Princeton U.) **The perception of pitch in music.** *Dissertation Abstr.*, 1960 (Feb), 20, 3366-3367.—Abstract.

7057. Glorig, Aram. **Prevention of hearing loss.** *Hear. News*, 1960 (Jan), 28(1), 7-10.—The causes of hearing loss may be divided into 2 groups: congenital and acquired. Particular attention and detail is directed to a classification of acquired hypacusis. The prevention of deafness is discussed under these 2 main headings.—J. M. Snyder.

7058. Grings, William W., Lowell, Edgar L., & Rushford, Georgina M. (John Tracy Clinic, Los Angeles, Calif.) **Role of conditioning in GSR audiometry with children.** *J. speech hear. Dis.*, 1959, 24, 380-390.—Many of the criteria for conditioning studies built up by psychologists and physiologists need not be invoked in the audiometric situation. A carefully formulated set of criteria needs to be developed in GSR audiometry. Most important requirements of the audiometric situation include utilization of optimum conditions for sustaining the response to sound stimuli, specification of criteria to define when a response occurs to sound stimulus, provisions for some type of effective estimate of spontaneous responses, and specification of criteria to define thresholds. Equally exacting studies are needed using hearing handicapped populations, both adult and child. The purpose of conditioning trials is to sustain the response to sound. Objective audiometry as a diagnostic tool could be improved by careful scientific study. The gap between clinical and research use of GSR audiometry is a wide one.—M. F. Palmer.

7059. Harris, J. Donald. (USN Medical Research Lab.) **Auditory fatigue following high frequency pulse trains.** *USN Med. Res. Lab. Rep., New Lond.*, 1959 (Jan), 18(1, whole No. 306). 9 p.—Young male Ss (156) were exposed to high intensity pulse trains made up of 3.5-kc. tone bursts of 50, 37, 70, or 250 msec. duration separated by 33-msec. intervals. Ad-

ditional exposures were made with a continuous 3.5-kc. tone. Total duration of exposure varied from 1-25 min. and sound pressure level (SPL) of the tone from 90-120 db. Effects of exposure were measured in terms of shifts of the threshold for a 4-kc. tone as a function of time after exposure. Threshold shift was approximately linear with SPL and with the log of exposure duration. Fatigue, measured in terms of cumulative threshold shift over a 10-min., postexposure interval, was approximately constant for constant exposure energy.—J. L. Brown.

7060. Kellogg, W. N. (Florida State U.) **Auditory scanning in the dolphin.** *Psychol. Rec.*, 1960, 10, 25-27.—Bottle-nose porpoise observed to oscillate head frequently from side to side through arc of about 10° as it swims toward underwater target. Emission of trains of auditory signals. Locating target interpreted as combination of echolocation and binaural localization.—R. J. Seidel.

7061. Kimmel, H. D. (U. Florida) **The relationship between direction and amount of stimulus change and amount of perceptual disparity response.** *J. exp. Psychol.*, 1960 (Jan), 59, 68-72.—With 96 college students the intensity of an auditory stimulus used during conditioning was changed for extinction trials. Amount of GSR, corrected for the effect of stimulus intensity differences, was used to measure the perceptual disparity response (PDR) occurring on the first trial with the changed intensity. Amount of PDR was greater for intensity changes in an upward direction than for those in a downward direction and was greater for large intensity changes than for small intensity changes. Ss developed preparatory sets, or expectations, regarding the stimulation they will receive and this is based upon the stimulation they have already received.—J. Arbit.

7062. MacDonnell, Malcolm Forbes. (Florida State U.) **The effect of anesthetics on patterns of cortical recovery from auditory fatigue in the cat.** *Dissertation Abstr.*, 1959 (Dec), 20, 2400.—Abstract.

7063. McGill, Thomas E. (Williams Coll.) **A review of hearing in amphibians and reptiles.** *Psychol. Bull.*, 1960 (Mar), 57, 165-168.—There is behavioral evidence which indicates that frogs, toads, salamanders, alligators, and lizards can hear. Snakes apparently cannot hear and the issue is undecided in the case of the turtle.—W. J. Meyer.

7064. Rubenstein, H., Decker, L., & Pollack, I. (USAF Cambridge Research Center) **Word length and intelligibility.** *Lang. Speech*, 1959, 2, 175-178.—Ss were presented lists of words of 4 different Thorndike-Lorge frequency ranges under 7 speech-to-noise levels. In one condition, they were not told what the words were beforehand, in the other, they were shown the lists before listening. Intelligibility showed a straight line function, increasing with both frequency and signal-to-noise ratio, in the 1st condition. The curves showed increasing intelligibility levels from tri-, to bi-, to monosyllabic words. In the 2nd condition, neither signal-to-noise ratio nor frequency showed any effect on intelligibility. Here there was also increased intelligibility with increased length of words.—A. E. Horowitz.

7065. Saporta, S., Brown, R. E., & Wolfe, W. D. (Indiana U.) **Toward the quantification of phonic interference.** *Lang. Speech*, 1959, 2, 205-210.—The

measure proposed is based on a model of the communication act developed by Egan and his co-workers (see 31: 7174). This model is reinterpreted to handle the kinds of phonic interference (phone substitution or phone reinterpretation) evidenced by imperfect bilinguals. Predictions were made about the frequencies of errors when various pairings of bilinguals and monolinguals speak and listen to each other. Not all the predictions were confirmed in a pilot study with six pairs of speakers and listeners, but the results indicate the fruitfulness of the approach.—A. E. Horowitz.

7066. Siegenthaler, Bruce M., & Sommers, Ronald K. (Pennsylvania State U.) **Abbreviated sweep-check procedures for school hearing testing.** *J. speech hear. Dis.*, 1959, 24, 249-257.—14,745 public school children were given pure-tone individual screening tests by the usual techniques. 100 consecutive cases (children) seen in an audiology clinic were tested for pure-tone acuity. When various pairs of frequencies were examined, the pair 4000 and 5000 cps would be as, or more, efficient than other pairs for detection of hearing loss among school children. A 2-frequency test apparently would have detected 83-94% of these hearing losses. A single-frequency test procedure is not appropriate for school screening test purposes. 2-frequency screening has greater potential as a screening device, but it would fail to detect an appreciable portion of the hearing losses.—M. F. Palmer.

7067. Stevens, Douglas Ann, & Davidson, G. Don. (Florida State U.) **Screening tests of hearing.** *J. speech hear. Dis.*, 1959, 24, 258-261.—1497 audiograms from Leon County, Florida Public Health Department were compared with 287 audiograms from Florida State University Speech and Hearing Clinic. The results indicate that a hearing screening method using the single frequency of 4000 cps, or one using 4000 cps combined with only 1, 2, or even 3 of the other speech frequencies is not as effective as a standard sweep-check method.—M. F. Palmer.

7068. Tillman, Tom Whitten. (Northwestern U.) **Masking by narrow bands of noise in normal and impaired ears.** *Dissertation Abstr.*, 1960 (Mar), 20, 3864-3865.—Abstract.

7069. Winchester, Richard A., Gibbons, Edward W., & Krebs, Donald F. (VA Regional Office, Los Angeles, Calif.) **Adaptation to sustained delayed sidetone.** *J. speech hear. Dis.*, 1959, 24, 25-28.—60 normal-hearing Ss selected at random from a pool of veteran patients seen in the Audiology and Speech Correction Clinic of the VA at Los Angeles, without visual defects, speech or language disturbances, or history of neuropsychiatric disability, read a long, prose passage, divided into 10, 200-syllable sections, while receiving delayed sidetone at a sensation level of 60 db. in both ears. A significant degree of adaptation under a single condition of signal intensity and delay, occurs after the reading of 400 syllables of homogenous prose. Any delayed sidetone test should involve no more than 400 syllables of oral reading per test condition.—M. F. Palmer.

(See also Abstracts 6938, 6939, 6943, 6960, 7091, 7161(a), 7332, 7632, 8017, 8277)

OTHER MODALITIES

7070. Denenberg, Victor H. (Purdue U.) **The relationship between a measure of kinesthesia and two indices of adjustment.** *J. gen. Psychol.*, 1960 (Jan), 62, 43-52.—A kinesthetic test was analyzed and its relationship determined to 2 indices of adjustment. The test consisted of a non-blind-alley maze which S had to trace with his finger while blindfolded. After arriving at the end of the maze, S pivoted a pointer until he thought that it pointed directly at the starting point. S's score was the number of degrees by which he missed setting the pointer at the true line. The maze scores significantly discriminated between a normal and a schizophrenic population. A significant correlation (.388) was found between maze performance of normal Ss and the Rotter Incomplete Sentence Blank. The correlation was crossvalidated and found to be .459.—Author abstract.

7071. Galletti, R., & Procacci, P. **Analisi critica delle varie sensazioni parestesiche sperimentamente provocate.** [A critical analysis of experimentally produced paraesthesiae.] *Arch. Psicol. Neurol. Psichiat.*, 1960 (Feb), 21, 81-112.—Critical review of the literature with special emphasis on ischaemia and on the loss and production of paraesthetic sensations.—L. L'Abate.

7072. Halpern, Bruce Peter. (Brown U.) **Gustatory responses in the medulla oblongata of the rat.** *Dissertation Abstr.*, 1959 (Dec), 20, 2397.—Abstract.

7073. Hawkes, Glenn R., & Warm, Joel S. (USA Medical Research Lab., Ft. Knox, Ky.) **Maximum I_c for absolute identification of cutaneous electrical intensity level.** *J. Psychol.*, 1960 (Apr), 49, 279-288.—4 sets of stimuli consisting of 3, 4, 5, and 6 current intensity levels were selected for absolute identification. Stimuli of each set were equally spaced in terms of apparent subjective magnitude of sensation. Results indicated a linear relationship of response accuracy to the number of alternatives available to the O. The channel capacity of 1.72 bits was reached with use of only about 4 intensity levels. It was concluded that the use of electrical intensity as a cue for cutaneous signaling purposes would be limited to 3 levels in communication systems requiring a higher level of accuracy and to 4 levels in systems capable of tolerating some error in order to maximize information transmitted.—Author abstract.

7074. Ken-chuan, Feng, & Te-chuang, Yang. (Inst. Psychology, Acad. Sinica) **An experimental study on autokinetic illusion.** *Acta psychol. Sinica*, 1959, 3(5), 316-327.—Autokinetic illusion is a problem which is of significance in aviation and also a long existing theoretical problem of psychology. Having carried out 10 series of experiments in this study, the authors also examined the theory of autokinetic illusion. One can conclude from this study that the 3 major factors affecting the autokinetic illusion are: (a) the stability of the spatial perception of the structure by means of the field in which the objects are localized, (b) the conditions effecting the localization of the observed objects, (c) the positive activities on the part of the observer while perceiving the relative locations of the objects.

The absence of these factors may contribute to the formation of autokinetic illusion. Our experimental results seem to demonstrate that by making full use of the above factors one may diminish or even eliminate such illusion. The experimental conditions of this study were not well controlled, the number of Ss employed were rather small. These imposed a considerable limitation upon the significance of results of this study.

7075. Michelsen, Wolfgang. (Harvard U.) **Procedure for studying olfactory discrimination in pigeons.** *Science*, 1959 (Sep), 130, 630-631.—A discrimination based on olfactory stimuli was established in 2 male white Carneaux pigeons maintained at 80% of their free-feeding body weights. The experimental procedure and apparatus are described; a figure of the experimental chamber is presented. "Results from control sessions demonstrate that the discrimination can be attributed only to the presence or absence of olfactory stimuli."—S. J. Lachman.

7076. Petrie, Asenath; Collins, Walter, & Solomon, Philip. (Harvard Medical School) **The tolerance for pain and for sensory deprivation.** *Amer. J. Psychol.*, 1960 (Mar), 73, 80-90.—Persons who can tolerate pain also tend to reduce the subjective size of a block held between thumb and finger, and to experience empty time as passing more slowly but are relatively unable to stand sensory deprivation, as compared with those who cannot tolerate pain. The relationships bear some similarity to the results of lobotomy performed for relief from pain.—R. H. Waters.

7077. Rosman, R. R. **The Tilting-Chair Tilting-Rod task: A methodological note.** *Percept. mot. Skills*, 1960, 10, 9-10.—"This methodological note is intended to acquaint investigators using the Tilting-Chair Tilting-Rod task and similar tests with [asymmetrical extraneous stimulation as a] source of error, and to re-emphasize the importance that physical arrangements may have in influencing the outcome of experiments."—C. H. Ammons.

7078. Sinsheimer, J. E. (General Foods Corp., Tarrytown, N.Y.) **An intensity-response method for the measurement of flavor intensity.** *Food Res.*, 1959, 24, 445-450.—A special case of the method of constant stimuli is described. It is useful in taste-test problems such as measuring the flavor strength of unknown samples or determining the sensitivity of individuals on taste panels. S gives a "stronger-weaker" judgment on pairs of samples, each pair consisting of the unknown and one of a logarithmic series of concentrations of a standard of the same type, designed so the mid-point of the series is about the same strength as the unknown. Percentages of "stronger" judgments are plotted against concentration. The intersection of the line of best-fit with the 50% line gives the strength of the unknown and the slope of the line is a measure of panel sensitivity. The Litchfield-Wilcoxon method is used to calculate the slope function value and its limits of error.—D. R. Peryam.

(See also Abstracts 6739, 6934, 6940, 6999, 7228(a), 8527)

RESPONSE PROCESSES

7079. Abbey, D. S., & Humphries, M. **Performance of pilots and students on a complex perceptual-motor task.** *Percept. mot. Skills*, 1960 (Feb), 10, 27-30.—"The effect of prior experience upon the establishment of control-display preferences was studied using the Toronto Complex Coordinator. The performance of a group of [9] qualified RCAF pilots was compared with that of a group of [10] University of Toronto college males. While the pilots scored more matches and fewer errors than the students in 10 min. of practice, the hypothesis that the pilots would show the greatest difference between total horizontal and total vertical errors was not supported."—C. H. Ammons.

7080. Ammons, Carol H. (Missoula, Mont.) **Temporary and permanent inhibitory effects associated with acquisition of a simple perceptual-motor skill.** *J. gen. Psychol.*, 1960 (Apr), 62, 223-245.—960 high school Ss learned a simple visual search skill with a minimal motor component. Conditions were systematically varied in 3 different experiments to make possible the determination of amount of I_r and I_p as a function of duration of continuous practice. Both types of inhibition were found in detectable amounts after the first 5 minutes of practice. It was concluded that central processes must be involved in the development of I_r and I_p .—S. Bowers.

7081. Ashmarin, B. A. (Leningrad Research Inst. Physical Culture, Russia) **Dinamika nervnykh protsessov pri raznykh metodakh obucheniia gimnasticheskimi uprazhneniia.** [Dynamics of nervous processes associated with different methods of teaching gymnastic exercises.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 665-671.—The latency of a conditioned motor reaction to auditory and visual stimuli, the stability of the differentiations in the auditory and visual analyzers, as well as the precision of differentiation in the motor analyzer, were studied in connection with 2 different methods of teaching gymnastics. Observations were carried out on 83 Ss "under natural conditions of the pedagogical process" in the course of 197 lessons. The Ss were divided into 2 groups, one using the method of "part" instruction; the other "whole" instruction. Studying exercises "in parts" was shown to be accompanied by "better analytico-synthetic activity of the central nervous system and greater efficiency of the study process."—I. D. London.

7082. Beecher, Henry K. (Massachusetts General Hosp., Boston) **Generalization from pain of various types and diverse origins.** *Science*, 1959 (Jul), 130, 267-268.—"Pain that arises from very different pathological origins responds in a quantitative fashion to a given dose of a given narcotic, but this is not true when the pain has been contrived by experimental means in man with customary techniques. . . . There is some evidence at hand about what this difference is: true anxiety or fear appears to be missing in experimental pain. When anxiety or fear has been injected into the experimental pain situation, evidence has been obtained that experimental pain then responds to morphine as pathological pain does. . . . There is reason to believe that pain of both experimental and pathological origin

consists of two components—(i) the original sensation and (ii) the psychic reaction or processing component—and that the second is dominant in pathological pain, whereas the first is dominant in experimental pain.”—S. J. Lachman.

7083. Carpenter, Paul Bruce. (Florida State U.) **The effects of sensory deprivation on behavior in the white rat.** *Dissertation Abstr.*, 1960 (Feb), 20, 3396.—Abstract.

7084. Chapman, L. F., Goodell, H., & Wolff, H. G. (Cornell U.) **Changes in tissue vulnerability induced during hypnotic suggestion.** *J. psychosom. Res.*, 1959 (Dec), 4, 99-105.—13 Ss (10 normal, 3 urticaria) were hypnotized in a series of experiments in which standard amounts of heat were applied to points on each arm. Subsequent inflammation and tissue damage were greater as the suggestion went from numb arm to normal arm to exceedingly sensitive arm. Pairs of treatments in randomized order were used. Finger pulse amplitude and skin temperature indicated a larger and longer reaction in the “vulnerable” arm. A subcutaneous perforate appeared in that arm, having many of the properties of a polypeptide of the bradykinin type. It was concluded that neural activity of the cortex can alter reactions in the peripheral tissues to noxious stimulation.—W. G. Shipman.

7085. Coirault, Raymond. **La fatigue.** [Fatigue.] *Cah. Laennec*, 1959, 19(3), 45-50.—The problem of fatigue is discussed on 3 levels: muscular metabolic, and neuropsychological. The contraction mechanism of muscle is described in terms of the exchange of Na⁺, K⁺, and Mg⁺⁺, and the contributory role of other biochemical agents. Pathological conditions are described in terms of the excess of K⁺ and lack of Na⁺ (hyperexcitable) or lack of K⁺ and excess of Na⁺ (hypoexcitable). Hormonal effects are enumerated and some psychological implications of these neurochemical factors are suggested.—W. W. Meissner.

7086. Dittborn, Julio M., & Armengol, Vilma. (U. Chile) **An operational definition of somnambulistic hypnosis.** *J. Psychol.*, 1960 (Jan), 49, 117-121.—When requested to sleep and to speak without awakening, some Ss appear to fall into a deeper sleep, to judge by their type of respiration and occasional snoring. This contrasts with the previous experiments, when the expectation of sleep only was inculcated. The pronunciation of most Ss was less clear in the somnambulistic than in the waking state. When asked an equivalent question, the Ss took longer to reply when in a state of suggested sleep than when awake. Ss susceptible to suggested sleep need to have the pertinent expectation of being able to speak while asleep without awakening. Somnambulism is defined as this capacity, plus a different degree of spontaneous amnesia with respect to the verbal contact after a given time.—C. Murchison.

7087. Dittborn, Julio M., Gutierrez, O., & Godoy, L. M. (U. Chile) **Sleep suggestibility test.** *J. Psychol.*, 1960 (Jan), 49, 111-112.—The method quantifies sleep suggestibility in Ss in whom adequate expectation has previously been established, and who, after being submitted to the body sway test, were considered to be good swayers. The test instrument consists of an intercommunicator with 2 loudspeakers. The S lies on a couch in a soundproof

booth and repeats the word “dormir” (sleep) every time the signal appears on the loudspeaker. Suggestibility is measured by adding the number of signals which receive no response. The state attained is denominated suggested sleep.—C. Murchison.

7088. Eddy, Jean Ruth. (State U. Iowa) **Motor conflict as a function of amount of training.** *Dissertation Abstr.*, 1959 (Dec), 20, 2396-2397.—Abstract.

7089. Erickson, M. H., Haley, J., & Weakland, J. H. (32 W. Cypress St., Phoenix, Ariz.) **A transcript of a trance induction with commentary.** *Amer. J. clin. Hypnosis*, 1959 (Oct), 2, 49-84.—A tape recording was made of a spontaneous hypnotic induction of a somewhat resistant S. The next day this recording was played back by the authors with many systematic interruptions to permit point-by-point discussion and explanation of the significances purposes and interrelationships of the various suggestions and maneuvers. A transcription of a second recording, constitutes this paper.—M. V. Kline.

7090. Erickson, Milton H. (32 W. Cypress St., Phoenix, Ariz.) **Further clinical techniques of hypnosis: Utilization techniques.** *Amer. J. clin. Hypnosis*, 1959 (Jul), 2, 3-21.—Various induction techniques are described with case illustrations which especially fill the psychological needs of the S. Insight is thereby also gained into the psychological principles underlying hypnosis.—M. V. Kline.

7091. Fraser, F. C., & Purves, P. E. **Hearing in whales.** *Endeavour*, 1959 (Apr), 18, 93-98.—Cetaceans have been found to have a highly developed intelligence, but little has been known until recently about their sensory apparatus. Their sense of hearing is now known to be highly developed, and the modifications that have occurred to the terrestrial mammalian ear in order to fit it for use under aquatic conditions are described in this article.—Author abstract.

7092. Ganitakevich, I. A. V. (L'vov State Medical Inst., Ukrainian S.S.R., Russia) **Vlianie zaderzhki i poter' zhelchi na analitiko-sinteticheskuiu deiatel'nost' kory golovnogo mozga.** [Influence of retention and loss of bile on the analytico-synthetic activity of the cerebral cortex.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 690-700.—Utilizing complex conditioning, the analytico-synthetic activity of the cerebral cortex with retention or loss of bile was studied in 4 dogs. With progressive increase of bile loss the “analysis and synthesis of complex stimuli weaken,” while simple elementary stimuli fail to elicit conditioned reflexes. Transitory retention of bile exerts a greater influence on reflexes, involving the analytic and synthetic processes, than on elementary conditioned reflexes. This is manifested by a pronounced intensification of conditioned reflexes to complex stimuli. Protracted retention of bile, accompanied by intoxicational symptoms, leads to marked disturbances of analytico-synthetic activity.—I. D. London.

7093. Gladfelter, John H., & Crasilneck, Harold B. (Southwestern Medical School, U. Texas) **The effects of post-hypnotically induced emotional states on vocabulary skills.** *J. gen. Psychol.*, 1960 (Apr), 62, 269-272.—An investigation of the effects of posthypnotically induced emotional states on vo-

cabulary performance reveal that the induction of interest, fear, and anger in the S increased the vocabulary skill in all 3 areas. Posthypnotic suggestion of fear appeared to have the greatest facilitating effect on vocabulary performance.—Author abstract.

7094. Gorton, Bernard E. (269 S. 19th St., Philadelphia, Pa.) **Autogenic training.** *Amer. J. clin. Hypnosis*, 1959 (Jul), 2, 31-41.—This has been described as a method enabling the trained individual to reproduce at will the phenomena otherwise obtainable only through hetero-hypnosis. It appears that we are dealing with a new dimension in psychophysiological therapy which deserves wider study and evaluation. 15 refs.—M. V. Kline.

7095. Grebenkina, E. G. (Ushinskii Pedagogical Inst., IARoslav) **Obrazovanie uslovykh refleksov na korotkie intervaly vremeni.** [Formation of conditioned reflexes to short intervals of time.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 745-752.—It was not possible to develop directly stable conditioned reflexes in 6 dogs to short intervals of time (1 or 2 min.). This was, however, managed by gradually modifying reflexes already conditioned to longer intervals of time (5 min.). This procedure leads to reflexes that may be conditioned to an interval as short as 7 sec. Every time modification of conditioned reflexes to time is attempted, so that the interval between signals is reduced, 2 stages are observed: (a) the appearance of a generalized conditioned reflex to time, and (b) the formation of a differentiated conditioned reflex to time. The 2nd stage is due to the development of "internal inhibition (of the delay type)" and to the formation of an "inactive phase" within the limits of the interval between the signals. When conditioned reflexes to time are modified, the formation of a conditioned reflex to a smaller interval, and subsequently also to very short intervals, begins in the presence of a well developed "inactive phase" which impedes "summation and irradiation of the excitatory process"—phenomena which are of a "particularly pronounced character during the formation of conditioned reflexes directly to short intervals of time."—I. D. London.

7096. Greenberg, George. (Duke U.) **Eye-dominance and head-tilt.** *Amer. J. Psychol.*, 1960 (Mar), 73, 149-151.—". . . a definite correlation between eyedness and head-tilt . . . right-eyed S tends to carry his head to the left and a left-eyed S tends to carry his head to the right."—R. H. Waters.

7097. Griffiths, W. J., Jr. **Responses of wild and domestic rats to forced swimming.** *Psychol. Rep.*, 1960, 6, 39-49.—"A comparative study was made of the responses of two types of wild rat and domesticated laboratory rats (N = 160) to the stress of forced swimming. . . . Four out of 10 wild Norway rats, Ss in a pilot study preceding the reported investigation, died following brief confinement in the black opaque bag. Vibrissaeless wild rats, forced to swim directly from the trap, succumbed in such a short time as to make plausible the hypothesis that death was the result of emotional factors. EKGs indicated death in depression. The differential effects of vibrissa trimming and drug treatment on swimming times of the laboratory-housed Ss were hypothesized as being related to the handling pro-

cedures interacting with Ss' temperament."—C. H. Ammons.

7098. Gunter, Gordon, & McCaughan, Della. (Gulf Coast Research Lab., Ocean Springs, Miss.) **Catalepsy in two common marine animals** *Science*, 1959 (Oct), 130, 1194-1195.—"Two common marine animals of the South Atlantic and Gulf coasts, *Sicyonia brevirostris*, a penaeid shrimp, and *Opsanus beta*, a toadfish, may be induced to go into cataleptic states in the laboratory when they are threatened or molested. The behaviors of these two animals as they go into catalepsy are described. There is considerable paling in the fish but none in the shrimp." The fish recovers its color slowly during a period of up to 1/2 hour.—S. J. Lachman.

7099. Hansen, Harold Norman. (New York U.) **An experimental study of the empirical validity of hypnotically induced amnesia and regression.** *Dissertation Abstr.*, 1960 (Apr), 20, 4184-4185.—Abstract.

7100. Harris, Shelby J. (Lehigh U.) **The effects of sleep loss on component movements of human motion.** *J. appl. Psychol.*, 1960 (Feb), 44, 50-55.—Does sleep loss produce differential effects on component movements of motion? Without a control group, 19 college students were given "several special tests of perceptual and motor functions in a 5-day training period, in a 3-day sleep loss period, and in a 2-day recovery period." Manipulation and travel movements in a panel-control task, speed of performance in a test of bimanual and unimanual coordination, speed of discrete leg movements, and critical flicker frequency all decreased. Contacts in a test of hand steadiness showed irregular change.—J. W. Russell.

7101. Heise, George A. (Hoffmann-La Roche, Nutley, N.J.) **Behavioral analysis of tetrabenazine in animals.** *Dis. nerv. Sys.*, 1960, 21 (Suppl.), 111-114.—"Effects of tetrabenazine . . . [were measured] in four experimental situations used routinely to analyze the behavioral effects of drugs. Tetrabenazine depressed the rate of avoidance responding in rats at approximately the same minimum dose as chlorpromazine and was also about as effective as chlorpromazine as a tranquilizer in the classical avoidance situation. The depression in avoidance responding produced by tetrabenazine in a 3-ply multiple schedule was usually accompanied by a corresponding decrement in fixed-ratio (food consumption) performance. Administration of tetrabenazine to vicious monkeys decreased both aggressive behavior and general activity."—Author abstract.

7102. Hess, Eckhard H. (U. Chicago) **Imprinting.** *Science*, 1959 (Jul), 130, 133-141.—Major sections of the article are: Experimental Studies, Determination of the "Critical Period," Field Tests of Imprinting, Color and Form Preferences in Imprinting Objects, Auditory Imprinting in the Egg, Law of Effort, Fear Behavior and Locomotory Ability, Innate Behavior Patterns and Imprinting, Drug Studies, Cerebral Lesions, Genetic Studies, Imprinting in Mammals, Imprinting and Learning. 24 refs.—S. J. Lachman.

7103. Ivanov, A. I. (Kirov Military Acad., Russia) **Vliianie prekrashcheniia deistviia eksterotseptivnykh razdrzhitel' na uslovnorefleksornuiu**

deiatel'nost' sobak. [Effect of discontinuance of action of exteroceptive stimuli on conditioned-reflex activity in dogs.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 740-744.—Conditioned-reflex experiments with 4 dogs as Ss revealed that sudden discontinuance of the action of "background" stimuli which "habitually, protractedly, and repeatedly act" leads to the inhibition of positive reflexes and disinhibition of negative reflexes. As "background" stimuli, the following were applied: light from an electric bulb of 150 watts (intensity of illumination—100 lux), tone with frequency of 250 cps with intensity of 75 db., and inflation of a rubber balloon in the rectum at pressure of 100 cm. H₂O.—I. D. London.

7104. James, W. T. Observations of the regurgitant feeding reflex in the dog. *Psychol. Rep.*, 1960, 6, 142.—Observations of the responses of beagle hound puppies to the mother's regurgitation began when puppies were 36 days old and continued to Day 43. Behavior of mother and puppies is described, and an attempt made to identify the stimuli involved.—C. H. Ammons.

7105. Koenig, Walter. (U. Wyoming) Production and measurement of fatigue in the laboratory rat. *J. Colo.-Wyo. Acad. Sci.*, 1959 (Dec), 4(11), 48.—Abstract.

7106. Lebedeva, L. I., & Lobanova, L. V. (Pavlov Inst. Physiology, Leningrad, Russia) Vlianie ékstirpatsii polei dvigatel'noi zony kory bol'shikh polusharii golovnogo mozga na interoseptivnye uslovnye refleksi u sobak. [Effect of extirpation of areas of the motor zone in the cerebral cortex on interoceptive conditioned reflexes in dogs.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 731-739.—The effect of extirpation of areas of the motor zone in the cerebral cortex on intero- and exteroceptive conditioned reflexes was studied, utilizing the "secretory-alimentary method" on 5 dogs. Bilateral extirpation of areas of the motor zone leads to a temporary total disappearance or considerable depression of conditioned reflexes from the stomach, intestines, urinary bladder, and uterus. A marked increase in the latency of the interoceptive conditioned reflexes takes place along with disappearance of the motor alimentary conditioned reaction to stimulation of the internal organs. A slight transitory decline of conditioned reflexes involving the auditory analyzer and a more pronounced decline of those involving the cutaneous analyzer were also observed. A control operation—extirpation of parts of the occipital cortex—failed to bring about appreciable disturbances of the extero- and interoceptive conditioned reflexes.—I. D. London.

7107. Loewe, S. (U. Utah) Relationship between stimulus and response. *Science*, 1959 (Sep), 130, 692-695.—"In all sciences concerned with excitable biological systems, the task of quantifying the relationship between the excitatory stimulus and the biological response is complicated by the differences in excitability among the individuals studied. This article tries to analyze the problems arising from this complication. As an almost uniquely suited proving ground for the analysis, the field of pharmacology has been chosen. This field is entirely devoted to the study of a chain of events that begins with the pharmacological stimulus, called 'dose' (D), and ends with the ultimate response to this stimulus, called

'effect' (E)." Major sections are: Dose-Effect Curve; Variation of Tolerance; Isographic Views; Floor Plans Supplement Vertical Profile Plans; Spirit Level Versus Altimeter; Potency, a "Many-Headed Multitude."—S. J. Lachman.

7108. McDonald, David George. (Washington U., St. Louis, Mo.) The effect of electroconvulsive shock on male albino rats with experimentally induced sensory deficits. *Dissertation Abstr.*, 1960 (Mar), 20, 3857.—Abstract.

7109. McDowell, A. A., & Brown, W. Lynn. (U. Texas) Comparison of running wheel activity of normal and chronic radiated rats under varying conditions of food deprivation. *J. genet. Psychol.*, 1960 (Mar) 96, 79-83.—4 normal and 5 irradiated male Sprague-Dawley rats, all of the same age, were compared with respect to running wheel activity under 4 food deprivation schedules introduced in the following order: 4 days of total food deprivation, 20 days of 23-hour food deprivation, 4 days of total food deprivation, and 5 days of ad libitum feeding. (a) The mean running wheel activity for the animals of the normal group over the 4 deprivation schedules was significantly greater than that for the animals of the irradiated group. (b) Running wheel activity varied significantly with deprivation schedules. (c) The interaction between groups and deprivation schedules was significant. (d) A significantly greater gain in running wheel activity during the 2nd than during the 1st 4-day period of total food deprivation was noted.—Author abstract.

7110. Macek, A. J. Effects of providing a system for naming responses on performance of a discriminative perceptual-motor task. *Percept. mot. Skills*, 1960 (Feb), 10, 63-69.—"To test the hypothesis that knowledge of a conceptualization of the responses in a perceptual-motor task may facilitate performance, two comparisons were made. Both comparisons were between a group [N = 20] which practiced using the device to find responses and one [N = 20] which had equal experience in making the response, but without the conceptual device. One comparison was between two groups which then learned to associate the conceptual cues with the stimuli of the motor task. The other comparison was between two groups that simply had experience in seeing the stimuli and learning irrelevant responses to them. In neither case was the hypothesis borne out. The findings based on the question, did S use the conceptual device, suggest that those Ss who used the device were helped by it and that, surprisingly, those who did not probably were hindered. The latter result should be subject to further experimentation before any credence is given it."—C. H. Ammons.

7111. Marcuse, Frederick Lawrence. *Hypnosis: Fact and fiction*. Baltimore, Md.: Penguin, 1959. 224 p. \$.95.—An attempt to separate exaggerated claims for hypnosis from the reliable applications and research procedures in use. The following areas are discussed: the history; relationship to science; methods of induction; depth and susceptibility tests; volition; psychological, medical and dental applications; dangers; and theoretical foundations.—H. M. Cohen.

7112. Meier, G. W., Foshee, D. P., Wittrig, J. J., Peeler, D. F., & Huff, F. W. Helson's residual factor versus innate S-R relations. *Psychol. Rep.*,

1960, 6, 61-62.—"Two groups (N = 8 each) of CF/1 male mice, raised under flashing or constant light conditions, were subsequently subjected to three 60-min. test sessions. During these, Ss had access to either light condition. Preferences during sessions save the first half of the second were for constant illumination. Data indicate the inherent noxious nature of flashing light."—C. H. Ammons.

7113. Miller, Arnold. (Clark U.) **An experimental study of the role of sensorimotor activity in the maintenance of verbal meaning of action-words.** *Dissertation Abstr.*, 1960 (Jan), 20, 2921-2922.—Abstract.

7114. Namikas, Gediminas, & Archer, E. James. (U. Wisconsin) **Motor skill transfer as a function of intertask interval and pretransfer task difficulty.** *J. exp. Psychol.*, 1960 (Feb), 59, 109-112.—The effects of 3 conditions of task difficulty were studied on training and transfer on a rotary-pursuit task. Transfer was to an intermediate condition of difficulty. Difficulty was varied by varying the speed of rotation. Transfer was also studied as a function of the length of the intertask interval. Performance was inversely related to task difficulty under training conditions, transferring to the same speed gave the best performance, and intertask interval did not affect transfer performance.—J. Arbit.

7115. Nelson, Thomas Morgan. (Michigan State U.) **A study of fatigue and disorganization of performance in relation to the phenomenological variables of duration, change and movement.** *Dissertation Abstr.*, 1960 (Feb), 20, 3367-3368.—Abstract.

7116. Rudnick, Mark. (U. Utah) **Cortical and subcortical electrophysiological responses bridging the latent interval of a delayed response.** *Dissertation Abstr.*, 1960 (Mar), 20, 3859-3860.—Abstract.

7117. Savvateev, V. B. (Pavlov Inst. Physiology, Leningrad, Russia) **Vliianie izmeneniia sutochnogo ritma na sostoiianie funktsional'nykh svoistv nervnoi sistemy kur.** [Effect of modification of daily rhythm on the functional properties of the nervous system in hens.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 776-781.—A group of hens was reared from time of hatching for 2 years under an alternation of a "day" and a "night" of 8 and 4 hrs. duration respectively. The functional properties of their nervous systems were compared with those of hens reared, as a control group, under an alternation of a "day" and a "night" of 16 and 8 hrs. respectively. The functional properties of the nervous system of the hens were determined by considering the duration of "animal hypnosis" and the character of their conditioned reflex activity during the course of 24 hrs. The hens of the control group exhibited some weakening of activity of their nervous system towards the end of their "day." This may be seen in prolongation of the hypnotic state and in decrease of magnitude of the conditioned reflexes. In hens, subjected to 2-phase alternation of sleep and wakefulness (4 and 8 hrs., respectively) increase in duration of the hypnotic state was not observed in the evening and . . . magnitude of the conditioned reflexes did not diminish.—I. D. London.

7118. Shteingart, K. M. (State Inst. Pediatrics, Leningrad, Russia) **Novaia metodika izucheniia**

dvigatel'nykh reflektsov u cheloveka. [New methods for studying motor reflexes in man.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 782-787.—An electrical apparatus, designed for study of muscular contractions, is described. "Sufficient sensitivity for registering extremely weak movements" is ascribed to it.—I. D. London.

7119. Smith, Maurice P., & Ross, Sherman. (U. Maryland) **Acceptance of sodium sucaryl by C57 black mice.** *J. genet. Psychol.*, 1960 (Mar), 96, 101-104.—The relative preferences of 16 C57 black mice for water and sodium sucaryl in various concentrations were measured. After 5 days habituation to individual living cages, mice were permitted to drink freely for 21 hours at a time from tubes, one containing water and the other a sodium sucaryl solution of one of the following concentrations: 0.25, 0.50, 1.00, 1.50, and 3.50 gm./100 ml. water. All Ss were tested at every concentration with $\frac{1}{2}$ of the mice tested in an ascending order and the other $\frac{1}{2}$ in a descending order. The data indicate an increasing acceptance of sucaryl with increases in concentrations up to 1.00 gm./100 ml. With further concentration consumption of sucaryl dropped off. An appreciable order effect was observed. Ss tested in an ascending order showed considerable more acceptance of sucaryl than Ss tested in a descending order. Marked preference differences between individuals were found.—Author abstract.

7120. Sosnovikova, IU. E. (Lenin Moscow State Pedagogical Inst., Russia) **K voprosu o sostoianii okhranitel'nogo tormozheniia u bezudernogo tipa.** [On the state of protective inhibition in the unrestrained type of person.] *Vop. Psikh.*, 1959, 5(5), 87-96.—Protective inhibition was studied in 30 Ss over a 3½ year period. Experimental determinations of motor reactions along with systematic observation and interviews were utilized to single out of this group 13 Ss of the "unrestrained type." In the latter, "excitation dominates over inhibition," and long periods of intense activity are observed to precede periods marked by loss of energy—a state viewed as one of protective inhibition. Since the inhibitory process stays dominant over a period of time, the mode of behavior, usual for the unrestrained type, is seen as undergoing a drastic change for this reason.—I. D. London.

7121. Stebbins, W. C., Lundin, R. W., & Lyon, D. O. (Hamilton Coll.) **The effect of alcohol upon reaction time in the white rat.** *Psychol. Rec.*, 1960, 10, 15-19.—4 albino male rats trained to criterion on discriminative operant. After bar-press stabilization, rats injected alternately with saline solution and 20% ethyl alcohol. Interperitoneal injection of 2.4 ml. and 3 ml. significantly increased reaction times. A decline in overall response output also was noted.—R. J. Seidel.

7122. Stevens, Joseph C., Mack, Joel D., & Stevens, S. S. (Harvard U.) **Growth of sensation on seven continua as measured by force of hand-grip.** *J. exp. Psychol.*, 1960 (Jan), 59, 60-67.—College students as well as professional personnel produced forces on a hand dynamometer to match various levels of subjective intensity for 5 kinds of stimuli (electric current, light, noise, tone, vibration). The forms of the 5 equal-sensation functions can be predicted by the ratio scales of subjective in-

tensity determined independently by the procedure of numerical estimation. The results add further evidence to the validity of the general psychophysical law that subjective magnitude grows as a power function of stimulus magnitude.—*J. Arbib.*

7123. Sukhanova, N. V. (USSR Acad. Sciences, Leningrad, Russia) **Podvizhnost' nervnykh protsessov v dvigatel'nom analizatore u detei doskol'nogo vozrasta.** [Mobility of the nervous processes in the motor analyzer of children of preschool age.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 679-683.—Utilizing motor conditioning with verbal reinforcement and reversal of the signal meaning of the conditioned stimuli, the mobility of the nervous processes in the motor analyzer was studied in children from 4 to 7 years of age. A relatively high mobility of the nervous processes in the motor analyzer was demonstrated. 2 reversals of the signal meanings of the conditioned stimuli did not cause any disturbance in higher nervous activity. In children of 4-5 years of age preliminary instruction does not facilitate the elaboration of conditioned motor reflexes or the reversal of the signal meanings of the stimuli. It appears that at this age the 2nd signal system does not yet play a regulatory role in the elaboration of new conditioned connections.—*I. D. London.*

7124. Swaroop, Krishna. **Samatwa yoga ek bhoutik drishtikon sai.** [Balancing technique.] India: Pt. Suchert Singh Sharma, 1957. 51 p.—Laterality differences are associated with right and left nostril inspiration and expiration. "A right dominant man inhales through the right nostril whereas a left dominant case inhales through the left one. Exhaling in both the cases may be through either of the nostrils." A metallic "respiro-metre," resembling a set of 4 horns (or cones) with valves and 4 revolving vanes inserted in the large ends of the horns, is described and illustrated. Tapering nozzles in pairs fit into each nostril. The purpose of the instrument is to enable an O to determine direction of air-flow by watching vanes revolve as the S inhales and exhales. According to the author, when a S inhales, 1 of the 4 "respiro-metre" vanes is set in motion. When he exhales, a 2nd vane revolves. Inferences regarding laterality are made depending upon which 2 vanes revolve. A "balancing technique," based upon mental and physical exercises and diet, is recommended.—*R. S. Uhrbrock.*

7125. Terent'ev, V. G. (Inst. Aviation Medicine, Moscow, Russia) **Izmenenie sosudodvigatel'nykh refleksov pri deistvii obshchikh vibratsii na cheloveka.** [Modification of vasomotor reflexes under the action of general vibration in man.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 649-656.—Unconditioned and conditioned vasomotor reflexes were studied in 14 adult Ss, subjected to the 4-hour action of general vertical vibrations. Frequencies of 10-70 cps with amplitude of 0.4 mm. do not in most cases produce changes in the vasomotor reflexes. Frequencies of 10-40 cps with amplitudes of 0.8 to 1.2 mm. and frequencies of 50 cps with amplitude of 0.8 mm. decrease vascular reactions, dis inhibit differentiation, and increase spontaneous plethysmographic oscillations. Frequencies of 10-40 cps with amplitudes of 1.6 to 2.4 mm., 50 cps with amplitude of 1.2 mm., 60 cps with amplitude of 0.8 mm., and 70 cps with amplitude of 0.6 mm. bring on distortion or disap-

pearance of reflexes. With repeated action of vibrations of endurable intensity, adaptational phenomena are observed. Caffeine reduces the negative influence of vibration on the human organism and contributes to a more rapid recovery of the conditioned and unconditioned reflexes deranged by vibratory action.—*I. D. London.*

7126. Tkhan', N. T. (Inst. Higher Nervous Activity, Moscow, Russia) **Obrazovanie uslovnogo refleksa i differentsirovki na trekhchlennoi tsepoi razdrashitel' u belykh kryss.** [Formation of a conditioned reflex and of differentiation to a three-component chain-stimulus in white rats.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 768-775.—In experiments on 27 white rats the formation of a conditioned reflex to a chain-stimulus consisting of 3 components (auditory, visual, and cutaneous) was studied along with that of differentiation on the basis of varying the sequence of the components. In most cases the elaborated conditioned reflex was unstable. Differentiation proved to be extremely difficult. The introduction of differentiation into the experiments produced considerable disruption of higher nervous activity in many of the animals.—*I. D. London.*

7127. Tobach, Ethel. (New York U.) **A study of "autonomic reactivity" in mice as related to developmental environment, approach response impedance, avoidance conditioning rate and difficult discrimination training.** *Dissertation Abstr.*, 1960 (Mar), 20, 3865.—Abstract.

7128. Voevodina, O. N. (Inst. Experimental Medicine, Leningrad, Russia) **Izmenenie kolichestva i viazkosti pishchevoi sliuny na uslovnye i bezuslovnye razdrashiteli pri korotkom primenении uslovnogo razdrashitel'ia.** [Changes in quantity and viscosity of saliva (in response) to conditioned and unconditioned stimuli with brief application of the conditioned stimulus.] *Zh. vyssh. nervn. Deiatel.*, 1959, 19, 701-705.—In experiments on a dog it was found that, where conditioned stimuli are continuously applied for 30 sec., the viscosity of the conditioned saliva depends on the physical magnitude of the stimulus. The greater the physical magnitude of the conditioned stimulus, the more conditioned saliva is secreted and the greater its viscosity. The conditioned stimulus, applied for 30 sec., also changes the quality of the unconditioned saliva, shifting maximal viscosity from the 3rd to the 2nd minute after onset of the unconditioned action. "The law of magnitude" is also valid where conditioned stimuli are applied for 10 sec. with pauses of 20 sec. before reinforcement with food. If the action of the conditioned stimulus is reduced to 1 sec. with a subsequent pause of 29 sec. before reinforcement with food, no conditioned secretion is observed while unconditioned secretion remains unchanged both with regard to quantity and viscosity.—*I. D. London.*

7129. Voronin, L. G., & Napalkov, A. V. (Moscow State U., Russia) **Metodicheskie priemy obrazovaniia slozhnykh sistem dvigatel'nykh uslovnnykh refleksov u zhivotnykh.** [Methods for formation of complex systems of conditioned motor reflexes in animals.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 788-791.—Methods are described for the formation in animals of chains of conditioned motor, alimentary, and defensive reflexes of varying degrees of complexity.—*I. D. London.*

7130. Waller, Marcus Bishop. (U. North Carolina) **Stimulus variables as related to deprivation generated differential rates of response.** *Dissertation Abstr.*, 1960 (Jan), 20, 2926.—Abstract.

(See also Abstracts 6726, 6732, 6798, 6906, 7261, 7311)

COMPLEX PROCESSES & ORGANIZATIONS

7131. Atkinson, John W., Bastian, Jarvis R., Earl, Robert W., & Litwin, George H. (U. Michigan) **The achievement motive, goal setting, and probability preferences.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 27-36.—"This study deals with the effects of individual differences in strength of achievement motive on . . . goal setting . . . [and] preferences for imaginary bets equated for expected monetary value but differing in probability of winning. . . . Measures of n Achievement were obtained by content analysis of responses to the French Test of Insight. Persons with high n Achievement scores were assumed to have relatively stronger motives to approach success and those with low n Achievement scores relatively stronger motives to avoid failure. . . . The results are consistent with the theory concerning motivational determinants of risk taking behavior and constitute evidence of the . . . effects of individual differences in . . . achievement motive . . . in games of chance as well as . . . skill."—G. Frank.

7132. Atkinson, John W., & Litwin, George H. (U. Michigan) **Achievement motive and test anxiety conceived as motive to approach success and motive to avoid failure.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 52-63.—". . . the following hypotheses are investigated: persons in whom the motive to achieve success is stronger than the motive to avoid failure (a) should prefer tasks of intermediate difficulty, (b) should show greater persistence in working at an achievement related task, and (c) should show more efficiency, or a higher level of accomplishment, than persons in whom the motive to avoid failure is stronger. . . . [Results] support the hypotheses." 3 measures of achievement related motives were not found to be correlated. "These results highlight the importance of discovering why different methods of measuring apparently the same human motive do not yield comparable results." 30 refs.—G. Frank.

7133. Bailey, Donald A. (Indiana U.) **The effect of foreperiod variation upon expectancy as measured by simple reaction time.** *Dissertation Abstr.*, 1960 (Feb), 20, 3394-3395.—Abstract.

7134. Ball, Kenneth Leon. (Washington U.) **Interpersonal perceptions and empathy in an industrial problem solving group.** *Dissertation Abstr.*, 1960 (Mar), 20, 3824-3825.—Abstract.

7135. Bell, Robert Wayne. (Purdue U.) **The interrelationships of levels of early trauma and critical periods as they affect adult learning and emotionality.** *Dissertation Abstr.*, 1960 (Jan), 20, 2913-2914.—Abstract.

7136. Bergmann, Gustav. (State U. Iowa) **Duration and the specious present.** *Phil. Sci.*, 1960 (Jan), 27, 39-47.—The specious present as

treated by psychologists possesses duration. As such, the interval of time can be broken into smaller intervals in which change may take place. Relational statements may then result in logical contradictions, if we were to accept the phenomenological quantization of time. This puzzle is dissolved by arithmetizing time, such that the conjunction of propositions contradictory for a given instant of time are not contradictory when treated over a continuity of instants in duration.—M. B. Turner.

7137. Candland, Douglas K. (Princeton U.) **"Emotional behavior" in the "open-field" as a function of age and traumatic stimulation.** *Dissertation Abstr.*, 1959 (Dec), 20, 2396.—Abstract.

7138. Chance, June Elizabeth. (U. North Carolina) **Personality differences and level of aspiration.** *J. consult. Psychol.*, 1960 (Apr), 24, 111-115.—Groups of college students were compared on an aspiration measure, and 2 independent dimensions of specially devised MMPI scales.—A. A. Kramish.

7139. Chu Chih-shien. **On the class nature of human mind.** *Acta psychol. Sinica*, 1959, 3(1), 7-16.

7140. Covhrane, Carl Murray. (U. North Carolina) **Reaction time and intensity of response as a function of anxiety and stress.** *Dissertation Abstr.*, 1960 (Jan), 20, 2899-2900.—Abstract.

7141. De Soto, Clinton B., Coleman, Edmund B., & Putnam, Peter L. (Johns Hopkins U.) **Predictions of sequences of successes and failures.** *J. exp. Psychol.*, 1960 (Jan), 59, 41-46.—96 college students predicted success and failure on a word association task where the actual sequence of successes and failures had been programmed by E. In predicting the success of another person, Ss eventually showed probability matching. In predicting their own success, the proportion of trials on which they predicted success was an increasing function of the proportion of trials on which they actually succeeded, but they persisted in predicting more successes than they actually obtained. This overprediction is analogous to positive goal discrepancies in the setting of levels of aspiration.—J. Arbib.

7142. Diggory, James C., Riley, Eugene J., & Blumenfeld, Ruth. (U. Pennsylvania) **Estimated probability of success for a fixed goal.** *Amer. J. Psychol.*, 1960 (Mar), 73, 41-55.—In the typical aspiration-level experiment the goal set by the S varies from trial to trial. The present study asked S to estimate his probable success in reaching a fixed goal: sorting 40 of 70 cards into 10 suits within 25 sec. S's estimates of probable success varied with his rate of progress, proximity to the goal, and distance from the deadline (numbers of trials allowed by E) knowledge of which was given him on each trial.—R. H. Waters.

7143. Dunbar, Donald Stuart. (Ohio State U.) **Sex-role identification and achievement motivation in college women.** *Dissertation Abstr.*, 1960 (Apr), 20, 4161-4162.—Abstract.

7144. Dupont, Henry John. (George Peabody Coll. Teachers) **The description and acceptance of feeling by children ages five to eleven.** *Dissertation Abstr.*, 1959 (Dec), 20, 2373-2374.—Abstract.

7145. Eyde, Lorraine Dittrich. (Ohio State U.) **Work values and background factors as predictors**

of women's desire to work. *Dissertation Abstr.*, 1960 (Mar), 20, 3829.—Abstract.

7146. Farnsworth, P. R. (Stanford U.) **The effects of role-taking on artistic achievement.** *J. Aesthet. art Crit.*, 1960, 18, 345-349.—A list of activities in 13 art areas was given to male and female college Ss with the request that the 5 behaviors which should appeal most to persons of marked feminine mentality and the 5 appealing most to the masculine mind be checked. There was almost perfect agreement between the sexes, with the most creative and active behaviors judged as most masculine. A similar finding emerged when the musical activities were paired each with the others and judged for femininity. While the female Ss tended (ρ , .57) to prefer feminine musical behaviors, the preferences of the males bore no relation to the judged masculinity of the activities.—P. R. Farnsworth.

7147. Fisher, Seymour. (Baylor U. Coll. Medicine) **Head-body differentiations in body image and skin resistance level.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 283-285.—"The data support the hypothesis that different levels of reactivity in given body sectors are linked with corresponding differences in body image attitudes toward such sectors. Thus, when the head area was perceived as having large magnitude with reference to the body, it was characterized by relatively lower skin resistance (indicating greater reactivity) than that of the non-head area. . . . These findings are congruent with previously reported correlations between body image boundary definiteness and body interior vs. body exterior reactivity . . . body image attitudes towards a given body sector may play a causative role in the level of reactivity of that sector."—G. Frank.

7148. Gardner, Ella. (United States Children's Bureau) **Handbook for recreation leaders.** (Rev. ed.) *U. S. Child. Bur. Publ.*, 1959, No. 231. x, 148 p.—A revision by Virginia Musselman of the 1936 edition. "The wise and wholesome use of leisure is one of the most important problems in our country today. . . . Although we believe that this handbook will be helpful to seasoned leaders in many ways, it is to this increasingly large number of nonprofessional leaders that it is mainly directed. . . . The classified indexes at the end of the booklet have been prepared both for ready reference by the trained leader and to help the inexperienced leader." Much emphasis is placed on the leader, "what he does to make the program interesting and appealing for the people who participate in it." Lists reading references in addition to the very carefully grouped material.—L. R. Steiner.

7149. Gerhard, D. J. (Dept. Scientific & Industrial Research, London, England) **The judgment of velocity and prediction of motion.** *Ergonomics*, 1959 (May), 2, 287-304.—An exploratory study and 4 experiments are described. The task was to intercept a now-invisible moving light with another light or to estimate when the moving light would reach a given point. Ss analyzed task into 2 parts, and other response techniques affected performance. A systematic relationship existed between variability of Ss' performance and the length of time the light could not be seen. Discussion of earlier investigations is included.—B. T. Jensen.

7150. Goding, Elisabeth Ferol. (U. North Carolina) **The effects of three schedules of reinforcement and individual motivation on perception of performance and risk-taking behavior.** *Dissertation Abstr.*, 1960 (Jan), 20, 2934-2935.—Abstract.

7151. Gourevitch, Vivian Prague. (Columbia U.) **Motivation and social adequacy.** *Dissertation Abstr.*, 1960 (Apr), 20, 4170-4171.—Abstract.

7152. Grace, H. A., & Greenshields, C. M. **Effect of closure on formation of impressions.** *Psychol. Rep.*, 1960, 6, 94.—A replication of Ash's work (see 20: 4654), including all possible stimulus sets (three words each) for comparison, is described. "Ss preferred the antonym of the second of three words. . . . Transposition of the antonym significantly diminished the probability of a set's selection, unless that set included two antonyms. The principle of closure accounted for these results. When the second word of three was an antonym, the third word held constant, the figure-ground relationship was least affected."—C. H. Ammons.

7153. Hess, Harrie Fox. (U. Colorado) **Level of cognitive awareness: Its measurement and relation to behavior.** *Dissertation Abstr.*, 1960 (Apr), 20, 4172-4173.—Abstract.

7154. Hokanson, Jack Eric. (U. Wisconsin) **Some physiological and behavioral concomitants of experimentally aroused anger.** *Dissertation Abstr.*, 1959 (Dec), 20, 2375.—Abstract.

7155. Hovland, Carl I., & Janis, Irving L. (Eds.) (Yale U.) **Personality and persuasibility.** New Haven, Conn.: Yale Univer. Press, 1959. xiv, 333 p. \$5.00.—The editors give an overview of persuasibility research, a summary and implications for future research, and a postscript giving theoretical categories for analyzing individual differences in persuasibility. These include 3 ability factors (to attend, comprehend, and anticipate) which facilitate persuasibility and a $\frac{1}{4}$ ability factor (to evaluate) which interferes with persuasibility. An equally important category is motivation. One of the editors is a co-author of 3 of the 5 chapters in Part I, research studies on persuasibility and its personality correlates. Part II, developmental aspects of persuasibilities, includes chapters on experiments with children, a developmental theory, and a chapter on relationships to child-rearing practices. 157 refs. (see 34: 7360, 7361, 7375, 7389, 7390, 7400, 7403, 7569, 8204)—M. B. Mitchell.

7156. Jacobs, A., & Palmer, T. (U. Southern California) **The recurrence of responses in a complex verbal emotional response hierarchy.** *J. psychol. Stud.*, 1960 (Mar-Apr), 11, 159-166.—"30 Ss enrolled in undergraduate psychology courses were presented with 4 stimulus words, fear, sadness, anger, and happiness and requested to briefly describe 12 situations which would arouse the emotion of each word." Repetition of responses were obtained by repeating the task after an interval of 3 weeks. It was found that the probability of recurrence was related to order of elicitation on 1st presentation and the position of recurrence was a function of order of elicitation on 1st presentation.—M. S. Mayzner.

7157. Kastenbaum, Robert Jay. (U. Southern California) **A preliminary study of the dimen-**

sions of future time perspective. *Dissertation Abstr.*, 1960 (Mar), 20, 3818-3819.—Abstract.

7158. King, David Joseph. (U. Maryland) **Retrospective interference in connected verbal material as a function of the degree of connectedness of the interpolated material.** *Dissertation Abstr.*, 1960 (Mar), 20, 3855.—Abstract.

7159. Krauser, Edwin Lloyd. (Purdue U.) **Stress as an independent variable in transfer of training.** *Dissertation Abstr.*, 1960 (Jan), 20, 2904.—Abstract.

7160. Krich, Aron M. (Ed.) **The anatomy of love.** New York: Dell, 1960. 317 p. \$.50.—A collection of essays considers the phenomenon of "love" as found "in a novelist's essay on rebellion (Camus), in a scholar's thesis on allegory (Lewis), in a physician's survey of maternal care (Bowlby), in an anthropologist's study of primitive sexual myths (Malinowski), in a sermon on ethics (Niebuhr), in a woman's protest against her fate (de Beauvoir), in the clinical exploration of the unconscious mind (Freud) and so on." Some of the other authors represented are Robert Briffault, Floyd Dell, Margaret Mead, Therese Benedek, Ives Hendrick, Theodor Reik, Karen Horney, Erich Fromm, Karl Menninger, D. H. Lawrence, and Pitirim Sorokin.—H. D. Arbitman.

7161. Kroll, Walter Paul. (Indiana U.) **The relationship of the interval of time between paired auditory and visual stimuli and reaction time.** *Dissertation Abstr.*, 1960 (Feb), 20, 3400.—Abstract.

7162. Maistriaux, Robert. (Faculté Philosophie & Lettres St.-Louis, Brussels, Belgium) **L'intelligence et le caractère.** [Intelligence and personality.] Paris, France: Presses Univ. France, 1959. vii, 356 p. NF 1500.—The author considers intelligence to function to transcend facts to attain values. He describes a study in which he used a questionnaire to provide a rigorous study of "characterology" and to study the influences of intelligence on personality. He studies quantitative differences in intelligence as on a Binet scale and qualitative differences in intelligence which he identifies between 2 poles of generalization and particularization. Performing a factor analysis by Thurstone's centroid method he finds that 4 personality variables and 3 intelligence variables obtained from his questionnaire reveal 5 factors. Separate analyses are performed for each sex. He feels that intelligence is one of the characteristics which must be considered in any study of "characterology."—M. C. Payne.

7163. Martin, Robert Miller. (Purdue U.) **Experimental modification of awareness and accuracy of visual discrimination.** *Dissertation Abstr.*, 1960 (Jan), 20, 2904-2905.—Abstract.

7164. Matsuoka, Takeshi. (Yamanashi U., Japan). **Shikisai shōchōhō to gengo rensōhō ni yoru kanjō no hattatsu keifu ni kansuru kenkyū.** [Studies on the development-order of affection and emotion by Color Symbolism Test and Word Association Test.] *Jap. J. educ. Psychol.*, 1960, 7, 227-235.—It was hypothesized that "comprehension of the meaning of each word for feeling and emotion is the self-conscious recognition of the quality of each feeling or emotion expressed by the words." A total of 960 Ss from the 6th, 8th, and 11th grades were used.

A high correlation was obtained between CST and WAT. Findings were as follows: (a) "Agreeable affection and emotion are understood at an earlier age." (b) Girls can understand a variety of affection and emotion better and earlier, and in content, showed more individual differences than boys. (c) The sex differences and content response in WAT increased with increasing age. This may indicate "a high degree of objective recognition of affection and emotion in older Ss." English summary.—S. Ohwaki.

7165. Mayo, Clara Alexandra Weiss. (Clark U.) **Cognitive complexity and conflict resolution in impression formation.** *Dissertation Abstr.*, 1960 (Jan), 20, 2938.—Abstract.

7166. Meade, Robert D. (Trinity Coll., Hartford, Conn.) **Time perceptions as affected by need tension.** *J. Psychol.*, 1960 (Apr), 49, 249-253.—Suggestion is made that an earlier study by Rosenzweig and Koht (see 8: 866) confounded progress and motivational effects in reporting that time estimates are shorter under high than under low need tension. 2 studies are reported which tested the effect of need tension on time estimation. The 1st study was essentially the same as that of Rosenzweig and Koht except that order of conditions (high and low need tension) was counter-balanced. The 2nd study used 2 groups, one under high and one under low need tension. Neither study showed significant variation in time estimates related to need tension. When order of conditions was considered, time estimates were shorter in the 2nd than in the 1st of 2 equal periods. The author believes that variation in perceived rate of progress and not the need tension condition was responsible for the earlier results.—Author abstract.

7167. Nefzger, M. Dean, & Lilienfeld, Abraham H. (National Acad. Sciences, Washington, D. C.) **Item reliability and related factors in a community survey of emotionality.** *Sociometry*, 1959 (Sep), 22, 236-246.—242 respondents in a sample survey of 4456 adults were reinterviewed after varying periods of time. Percent agreement item by item ranged from 58 to 94 for 31 3 or 4 alternative items attempting to measure emotional status. For total score over all items the test-retest correlation was .73. Age, sex, socioeconomic quartile, marital status, and employment industry were not related to test-retest agreement. Occupation, education, and emotional score were significantly related to test-retest agreement but the relationships were either small or difficult to interpret. Changes from test to retest were small and generally in the "neurotic" direction.—H. P. Shelley.

7168. Nickerson, Kenneth Stanford. (Duke U.) **The relationship of leveling-sharpening cognitive controls and manifest anxiety to the accuracy of visual size judgments.** *Dissertation Abstr.*, 1960 (Mar), 20, 3858.—Abstract.

7169. Nothman, Siegfried H. (Indiana U.) **The influence of response conditions on recognition thresholds for taboo words.** *Dissertation Abstr.*, 1960 (Apr), 20, 4177.—Abstract.

7170. Parkhouse, James; Henrie, Joyce R., Duncan, Glen M., & Rome Howard P. (Mayo Clinic, Rochester, Minn.) **Nitrous oxide analgesia in rela-**

tion to mental performance. *J. Pharmacol. exp. Ther.*, 1960, 128, 44-54.—"The relation of nitrous oxide analgesia to mental performance was determined in a group of normal subjects who were tested with three concentrations of nitrous oxide (20, 30, and 40% nitrous oxide in oxygen) and compressed air." Analgesia was measured by a muscle-ischemia test; mental performance was measured by various tests for the memory of verbal material, and by the time required to recite numbers and the alphabet. "It was observed that nitrous oxide produces significant analgesia in low concentrations, but that along with analgesia there appears to be significant mental impairment."—G. A. Heise.

7171. Reitman, Walter R. (U. Michigan) **Motivational induction and the behavior correlates of the achievement and affiliation motives.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 8-13.—The present study derives from previous work in this area with which the author was involved (see 33: 7674). Herein, the effects of picture cues, picture order, individual vs. group administration, measures of performance on certain tasks, and varying kinds of instructions on TAT stories were investigated. "Motivating" instructions and high ACE Q scores were significantly correlated with high performance on the problems; predictions in regard to characteristics of motive and performance were made but not supported by the data of the TAT stories. The study is related to others in this area.—G. Frank.

7172. Rosen, Bernard C., & D'Andrade, Roy. (U. Connecticut) **The psychosocial origins of achievement motivation.** *Sociometry*, 1959 (Sep), 22, 185-218.—40 white, native, born, 9-11-year-old boys, half with high n Achievement and half with low n Achievement scores and matched for IQ and social class, participated with their parents in the study. With their parents present and participating in predetermined ways, each S worked on five tasks under varying conditions designed to provide measures of parental socialization practices with respect to achievement training, independence training (including autonomy and self-reliance), and sanctions. In addition to confirming by a behavioral analysis previous studies utilizing interviews and questionnaires, the study separates the influences of 3 different child training practices previously combined. By differing emphases on achievement and independence, training practices affect the son in different ways. 15 refs.—H. P. Shelley.

7173. Rosenbaum, Milton E., & deCharms, Richard. (State U. Iowa) **Direct and vicarious reduction of hostility.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 105-111.—"Fifty Ss participated in a simulated interaction in which each was verbally attacked by a standard tape recording. Under three experimental conditions Ss (a) sat in silence after the attack, (b) heard a third person denounce the attacker, (c) were permitted to communicate back to the attacker themselves. . . . Results demonstrated . . . more residual hostility for low self-esteem Ss who were not allowed to reply to the aggressor . . . and very little actual aggression shown by any of the Ss who were allowed to communicate back to the aggressor after the attack."—G. Frank.

7174. Ruebush, Britton K. (Yale U.) **Interfering and facilitating effects of test anxiety.** *J.*

abnorm. soc. Psychol., 1960 (Mar), 60, 205-212.—Performance on a conceptual task (embedded figures) varying in difficulty was related to levels of anxiety and intelligence. "The results . . . were interpreted as supporting the thesis that the effect of anxiety on performance, whether facilitating or interfering, is mediated primarily by defensive reactions to the anxiety. . . . [and] that the differential effects of anxiety upon performance may vary systematically depending upon both intelligence level and type of task and instructions."—G. Frank.

7175. Rychlak, Joseph F. (Washington State U.) **Recalled dream themes and personality.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 140-143.—The manifest content of the dreams of elementary school children were studied in regard to relationship to objective measures of personality. The results suggest that certain kinds of dreams are associated with certain kinds of personality, e.g., dreams involving pleasure gleaned through interpersonal relations seemed to be characteristic of Ss who were described as passive-conformists, inhibited, preferring close interpersonal relations. Characteristic personality traits were found to be associated with dreams that involve pleasure (but not in terms of interpersonal contact) and tension dreams.—G. Frank.

7176. Schmitz, Melvin Anthony. (U. Kentucky) **An investigation of secondary motivation and conditioned satiation based on the hunger drive.** *Dissertation Abstr.*, 1960 (Mar), 20, 3861.—Abstract.

7177. Scott, William A. (U. Colorado) **Cognitive consistency, response reinforcement, and attitude change.** *Sociometry*, 1959 (Sep), 22, 219-229.—"Attitudes of Ss toward several different issues were assessed by questionnaires, which also asked them to indicate the degree to which they admired eight different 'ideal traits' and also the degree to which the object of each attitude would help or hurt each of the eight ideals. On the basis of these latter two sets of replies Ss' attitudes were 'predicted.' . . . Ss whose predicted attitudes corresponded with their actual attitudes were called cognitively consistent, and the rest were called inconsistent." Ss presented arguments opposed to their own attitude and were reinforced with praise from E. Cognitively consistent Ss were more likely to retain their initial attitudes than were cognitively inconsistent Ss.—H. P. Shelley.

7178. Shoben, Edward J., Jr. **Love, loneliness, and logic.** *J. indiv. Psychol.*, 1960, 16, 11-24.—"Freed of some of the logical shackles that psychology has typically worn, and in the light of recent changes in psychoanalysis, the laboratory study of motivation and learning, and investigations of isolation and stimulus deprivation, it seems profitable to consider a class of drives that simply energize transactions with the environment. So far as the social world is concerned, one of these motives seems to be something that can meaningfully be called love. If this capacity is inhibited in its development, the resulting experience is that of loneliness. The possibilities seem to square reasonably well with a relatively wide range of empirical evidence and to suggest both research problems and implications for professional practice that bring psychology into closer commerce with the crucial issues that have repeatedly

confronted man in his daily experience of himself and his fellows."—A. R. Howard.

7179. Smith, M. Brewster. **Rationality and social process.** *J. indiv. Psychol.*, 1960, 16, 25-35.—". . . faith in the basic reasonableness of human nature" appears to be questionable. What may be more fruitful is an "examination of the conditions under which rational or irrational dispositions are likely to develop and become manifest."—A. R. Howard.

7180. Solley, Charles M., & Long, John. (Meninger Found., Topeka, Kan.) **Affect, fantasy, and figure-ground organization.** *J. gen. Psychol.*, 1960 (Jan), 62, 75-82.—19 Ss were tested with ambiguous test figures in a Dodge-type electronic tachistoscope, and reported what they saw. Fantasies about percepts associated with punishment or no punishment were evaluated by judges as to "affect." The results revealed (a) unpleasant affect is associated with punished percepts regardless of whether the individual verbally denies or admits the presence of the "affect" and (b) denial of "affect" is correlated with perceptual emphasis whereas admission of "affect" is correlated with perceptual avoidance of the punished figure in a figure-ground organization.—Author abstract.

7181. Stern, George G., Masling, Joseph; Denton, Barnett; Henderson, John, & Levin, Rachel. (Syracuse U.) **Two scales for the assessment of unconscious motivations for teaching.** *Educ. psychol. Measmt.*, 1960, 20, 9-29.—"Two scales were developed for the measurement of gratification (motive) and attitudes (rationalizations) associated with ten different teaching roles." The scales were given to samples of teacher trainees, practice teachers, and experienced teachers. Item analysis, reliability estimates, comparison of 2 samples and of the 2 scales indicated that the instruments developed were suitable "for assessing two components associated with unconscious factors in career motivations for teaching." With the addition of a measure of personal needs, an appropriate battery has been developed for assessing motivations for teaching. 29 refs.—W. Coleman.

7182. Strunk, O., Jr. (West Virginia Wesleyan Coll.) **Reliability of time estimates.** *J. psychol. Stud.*, 1960, 11, 101-103.—"Thirty-three Ss made time estimates of 5 intervals: 15, 30, 60, 120, and 240 seconds. . . . There were 3 sessions, the first two separated by a one-week span and the third by a two-week span. . . . Reliability coefficients more generally low. Reliability within sessions tended to be greater than between sessions."—M. S. Mayzner.

7183. Tajfel, H. (Oxford U., England) **The anchoring effects of value in a scale of judgments.** *Brit. J. Psychol.*, 1959 (Nov), 50, 294-304.—64 Ss, in groups of 16, took part in 4 different experiments concerned with the effects of value on judgments of weight of a series of stimuli. An association of value with either end of the weight series led to changes in the judged relationships between the stimuli in that series. Findings are discussed in terms of end-anchorage and related to the problem of perceptual overestimation.—C. M. Franks.

7184. Taylor, John David. (Duke U.) **The meaningfulness of three hundred and twenty words and paralog.** *Dissertation Abstr.*, 1960 (Mar), 20, 3863.—Abstract.

7185. Tresselt, M. E. (New York U.) **A preliminary investigation of changes in absolute judgments of visual extents.** *J. psychol. Stud.*, 1960 (Mar-Apr), 11, 150-152.—"This preliminary experiment seems to indicate that not only do verbal judgments agree with the objective scale of stimuli but that in a modality where there is present in the background a potential frame of reference that the background frame provides a restraint upon the judgments but its influence is probably less than the influence of the objective stimuli to be judged."—M. S. Mayzner.

7186. Wessman, Alden E., Ricks, David F., & Tyl, Mary McIlvaine. (Harvard U.) **Characteristics and concomitants of mood fluctuation in college women.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 117-126.—". . . self-rating affective scales . . . [were] developed for repeated daily measurements. . . . Records were kept over a 42-day period by 14 female college students who also took two identical sets of . . . tests (self and ideal Q-sort descriptions, Rosenzweig P-F test), once when they were elated, once when they were depressed. . . . The significant intra-individual changes in depression . . . were: lower correlation of self and ideal, more unfavorable self-concept, increased extrapunitive responses; and reduced need-persistent responses." 21 refs.—G. Frank.

7187. Worell, Leonard. (State U. Iowa) **EPPS n Achievement and verbal paired-associates learning.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 147-150.—"In the present study, performance on two lists of verbal paired-associates learning materials is used to examine the role of n Achievement as a possible drive variable. . . . Ss high in EPPS n Achievement demonstrated significant superiority over low n Achievers in . . . verbal learning situations."—G. Frank.

7188. Zajonc, R. B., & Morrisette, J. **Cognitive behavior under uncertainty and ambiguity.** *Psychol. Rep.*, 1960, 6, 31-35.—"An attempt was made in this study to distinguish 'uncertainty' from 'ambiguity.' Given a multidimensional stimulus space, uncertainty is coordinated to the entropy of the values on a given dimension, and ambiguity to the entropy of the dimensions themselves. Uncertainty involves inability of the individual to locate precisely the stimulus on a given dimension, while ambiguity refers to the choice between alternative dimensions. The study investigated the conflict between reduction of uncertainty and reduction of ambiguity for two groups."—C. H. Ammons.

7189. Zimbardo, P. G. **Verbal ambiguity and judgmental distortion.** *Psychol. Rep.*, 1960, 6, 57-58.—"A systematic, reliable relation was found between an individual's own attitude position and his judgmental distortions of verbal material related to that attitude area for 56 Ss. This distortion effect was characterized as an assimilation effect, and was found only in response to ambiguous stimuli of the indeterminate type."—C. H. Ammons.

(See also Abstracts 6724(b), 6750, 6926, 7081, 7113, 7413, 7439, 7553, 7586, 8476, 8530)

LEARNING & MEMORY

7190. Anderson, Norman H. (U. California, Los Angeles) **Effect of first-order conditional probability in a two-choice learning situation.** *J. exp. Psychol.*, 1960 (Feb), 59, 73-93.—Analysis of sequential dependencies in stimulus-response sequences showed, in addition to the "gambler's fallacy," strong effects of strings of consecutive alternations in the stimulus sequence. Some evidence for a determining effect of previous responses was obtained. 2 models based on statistical learning theory predicted asymptotic acquisition response levels for the higher values of conditional probability, but did poorly at the low values. They also failed to account for the nonconvergence in transfer and much of the sequential dependency data. Concludes that agreement between obtained and predicted "matching solution" behavior is fortuitous. 21 refs.—*J. Arbit.*

7191. Barrientos, Guido A. (U. Kansas) **The role of consummatory time and delay of reinforcement in the acquisition and performance of a linear maze habit.** *Dissertation Abstr.*, 1960 (Jan), 20, 2913.—Abstract.

7192. Berger, Seymour Maurice. (Cornell U.) **Incidental learning through vicarious reinforcement.** *Dissertation Abstr.*, 1959 (Dec), 2409-2410.—Abstract.

7193. Bergum, Bruce O. (Northwestern U.) **Gradients of generalization in secondary reinforcement.** *J. exp. Psychol.*, 1960 (Jan), 59, 47-53.—Using rats and a U maze, studied the generalization of secondary reinforcement as a function of stimulus similarity along an intensity gradient, and determined the general form of the gradients associated with 3 response measures. Approximately straight-line generalization gradients were shown by 2 of the 3 response measures, correct turns, and correct goal box entries. Reciprocal running time gradient was not as clear.—*J. Arbit.*

7194. Berry, R. N., & Davis, R. C. (Indiana U.) **The somatic background of rote learning.** *J. exp. Psychol.*, 1960 (Jan), 59, 27-34.—16 college students learned under instructions to verbally anticipate every item in a list of 9 2-place numbers; the learning criterion was 1 correct trial. Recorded jaw muscle action potential (MAP), arm MAP, heart rate, EKG, volume pulse, and GSR. Found that the rate of verbal learning is associated with increased physiological activity in the head region and further that this activity is most critical in the interval when a correcting response is made following an incorrect anticipation.—*J. Arbit.*

7195. Bol'shunov, IA. V. (Kustana'skii State Pedagogical Inst., Russia) **Proiavlenie otritsatel'noi induktsii v protsesse zauchivaniia slovesnogo materiala.** [The appearance of negative induction in the process of learning verbal material.] *Vop. Psikh.*, 1959, 5(5), 79-86.—In a study investigating inductive inhibition in the process of learning verbal material, word series, each consisting of 10 3-lettered monosyllables, were presented for memorization. The time interval between presentation of words in different series varied, ranging from 0.5 to 2.0 sec. 3 types of interrelation were demonstrated between words in a series during memorization: "(1) forgetting of some words owing to conscious inten-

tion to memorize other words, (2) forgetting of some words, usually neighboring ones, in a series with lack of specific set to memorize other words, (3) confusion and mutual suppression of words similar to articulation over long periods of time." The shorter the interval between presentations, the more frequently and sharply do these interrelations appear. These facts are taken to represent inductive inhibition in its various forms, although, when the interval between presentations is 0.5 sec., some effect is attributed to the great difficulty that then obtains in establishing "differentiations between conditioned nervous connections."—*I. D. London.*

7196. Bower, Gordon H. (Stanford U.) **Partial and correlated reward in escape learning.** *J. exp. Psychol.*, 1960 (Feb), 59, 126-130.—Rats ran a straight alley to escape a 250-v. shock with the shock in the goalbox being either 0 or 250 v. With percentage of reinforcement varied, speed was a linearly increasing function of this variable. In a 2nd experiment reward was correlated with slow running speeds: found that rats run at speeds just below the cutoff. This result was related to a micromolar theory which considers interval of reinforcement as one component of incentive motivation.—*J. Arbit.*

7197. Bradley, Jack Irving. (Claremont Graduate School) **An experimental evaluation of continuity and non-continuity theories of discrimination learning.** *Dissertation Abstr.*, 1960 (Jan), 20, 2914.—Abstract.

7198. Brady, Joseph V. (Washington, D.C.) **Temporal and emotional factors related to electrical self-stimulation of the limbic system.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 689-703.—The effects of intracranial self-stimulation (ICS) as reward for lever pressing are compared with those of sugar pellets under a variety of reinforcement schedules in a variety of animals, e.g., rats, cats, and monkeys. While the conditioned anxiety (suppression) procedure shows the usual suppression of responding during the clicker when the behavior is maintained with sugar pellets, sufficiently high ICS intensities can be found to obliterate the suppression during the warning signal. ICS on a 1-min. VI schedule (medial forebrain bundle placement) shows a much higher rate of responding, with some greater variability in rate, than does pellet reinforcement on the same schedule. Sugar pellets, however, show a higher rate than ICS on a FR-50 schedule. Monkeys can learn a 20-sec. DRL schedule for food, but not for ICS reinforcement.—*F. R. Brush.*

7199. Branson, Robert Keith. (Ohio State U.) **Ratio reinforcement of the superstitious mand in verbal behavior.** *Dissertation Abstr.*, 1960 (Mar), 20, 3851.—Abstract.

7200. Brown, F., & Webb, W. B. **A study of set effects in the verbal conditioning experiment.** *Psychol. Rep.*, 1960, 6, 50.—The 3 conditions of set for predicting the onset of one of 2 lights were not effective in changing the lawful probability of response by 30 Ss as outlined by the statistical association theory of learning.—*C. H. Ammons.*

7201. Brown, Louis. (U. Kentucky) **An investigation of some relationships between conditioning, task performance, and anxiety.** *Dissertation Abstr.*, 1960 (Mar), 20, 3826.—Abstract.

7202. Brownstein, Aaron J., & Hillix, W. A. (U. Missouri) **Drive accommodation and learning.** *Psychol. Rec.*, 1960, 10, 21-24.—4 groups of rats given different number of days (1, 5, 10, 15) deprivation scheduling, then given 25 acquisition trials, 5 per night, in straight alley. Deprivation scheduling beyond the 5th day had no effect on log running time. Disparity noted with activity studies and reconciled in terms of "possible stimulus products of drive."—R. J. Seidel.

7203. Butter, Charles Miller. (Duke U.) **Stimulus generalization and discrimination along the dimensions of wavelength and angular orientation.** *Dissertation Abstr.*, 1960 (Mar), 20, 3852.—Abstract.

7204. Camp, Bonnie Webb. (Indiana U.) **"Association" of nonsense syllables following varied learning conditions.** *J. exp. Psychol.*, 1960 (Jan), 59, 35-40.—College students (135) copied the same nonsense syllables singly and in pairs, and subsequently had to report a nonsense syllable association to each of these. When associations could be viewed as a function of familiarity alone, syllables were given more frequently as associations as familiarity increased. Introduction of pairing tended to reinforce the tendency to give response syllables and to decrease the tendency to give stimulus syllables. Pairing, further, was the only variable which related significantly to the production of correct associations.—J. Arbit.

7205. Carpenter, Janeth Turner. (Florida State U.) **Generalization in verbal conditioning.** *Dissertation Abstr.*, 1950 (Feb), 20, 3396.—Abstract.

7206. Chubb, W., & Barch, A. M. **Paired-associate learning and achievement imagery.** *Psychol. Rep.*, 1960, 6, 30.—29 Ss at each of 3 Achievement imagery levels (Iowa Picture Interpretation Test, Form RK) learned lists of 12 pairs of 2-syllable adjectives under task-oriented instructions. They were given 18 original learning (OL), 18 interpolated learning (IL), and 2 relearning (RL) trials. Using correct, incorrect, and total anticipations, achievement imagery level was not significantly related to performance within OL or IL, confirming previous findings.—C. H. Ammons.

7207. Clark, Eugenie. (Cape Haze Marine Lab., Placida, Fla.) **Instrumental conditioning of lemon sharks.** *Science*, 1959 (Jul), 130, 217-218.—2 lemon sharks (*Negaprion brevirostris*) (Poey)—a male and a female, each about 3 meters long—were trained to feed at a target which, when pressed, caused a submerged bell to ring. "Later they were trained to press the target for remotely placed food. They retained this conditioned response after a 10-week period of inactivity. . . . 'Fighting' among the sharks has never been observed. We have no evidence yet in explanation of the fact that the female refrains from pressing the target until the initial hunger of the male apparently is satisfied."—S. J. Lachman.

7208. Clark, Lester L., Lansford, Theron G., & Dallenbach, Karl M. (U. Texas) **Repetition and associative learning.** *Amer. J. Psychol.*, 1960 (Mar), 73, 22-40.—Rock's study (see 33: 726) was replicated and corroborated. In a 2nd experiment it was shown that the results were not the result of idiosyncratically difficult cards but that the formation of mnemonic devices permitted by the method employed

might be a variable. This was shown to be ineffective in a 3rd experiment. Retention tests following a 6-month interval indicate that single-trial is superior to repetitive learning. "We duplicate Rock's results but are still unwilling to accept his conclusions."—R. H. Waters.

7209. Clayton, F. L., & Savin, H. B. **Strength of a secondary reinforcer following continuous or variable ratio primary reinforcement.** *Psychol. Rep.*, 1960, 6, 99-106.—"Variable ratio food reinforcement of a panel push response in the presence of a noise did not make the noise a significantly stronger secondary reinforcer for a new lever pressing response than did continuous food reinforcement in the presence of the noise. No evidence was found to support the hypothesis that variable ratio reinforcement results in greater control of the panel push response by the discriminative stimulus, when the over-all panel push rate during test of the intermittently reinforced Ss was taken into account."—C. H. Ammons.

7210. Conrad, R. (Medical Research Council Applied Psychology Research Unit, Cambridge, England) **Errors of immediate memory.** *Brit. J. Psychol.*, 1959 (Nov), 50, 349-359.—"It is contended that the kind of changes that occur in short-term forgetting cannot be ignored in any account of immediate memory. Accordingly the main types of immediate memory errors are outlined, and some fresh material relating to known errors is introduced. A discussion is developed which considers the value of information theory and current neurological theories, in accounting for these phenomena." 20 refs.—C. M. Franks.

7211. Conrad, R. (Medical Research Council, Cambridge, England) **Serial order intrusions in immediate memory.** *Brit. J. Psychol.*, 1960 (Feb), 51, 45-48.—The theory that serial order intrusions in immediate memory lead to recall errors was tested experimentally. It was found that increasing the time interval between successive 8-digit messages had no effect on recall performance. Analysis of the response errors showed that with a short interval between messages, serial order intrusions occurred, but they did not occur with long intervals. Thus the amount of error appeared to be independent of the number of intrusions. It is suggested that intrusions occur after recall has failed—their being no causal relationship.—C. M. Franks.

7212. Cooper, Arnold Melvin. (Claremont Graduate School) **Continuity and non-continuity in human serial learning.** *Dissertation Abstr.*, 1960 (Jan), 20, 2917.—Abstract.

7213. Cronholm, J. N., Warren, J. M., & Hara, Kazuo. (Emory U.) **Distribution of training and versal learning by cats.** *J. genet. Psychol.*, 1960 (Mar), 96, 105-113.—6 groups of experimentally naive cats, totalling 50 animals in all, were tested on successive reversals of a simple discrimination problem. (a) No significant differences were obtained between groups of cats tested with intertrial intervals of 10 and 70 sec. (b) Early in learning, groups of cats tested only 4 trials a day were inferior to groups trained to criterion each day; but the groups did not differ significantly in learning later reversals. (c) The performance of cats which learned 1 reversal per day was not significantly different from that of cats

which learned 2 reversals a day. (d) With other conditions constant, cats learned as quickly in the Wisconsin General Test Apparatus as in a T maze. (e) A large reduction in error scores was observed on a retest series of reversals administered after the cats had had extensive training on other discrimination tasks.—Author abstract.

7214. Cross, Henry Allen, Jr. (Ohio State U.) **The influence of spatial factors on stimulus generalization effects as indicated by a method employing voluntary responses.** *Dissertation Abstr.*, 1960(Mar), 20, 3853.—Abstract.

7215. Crowder, W. F., Wilkes, W. P., & Crowder, T. H. (U. Mississippi) **Weak-light reinforcement with and without control for response facilitation.** *J. Psychol.*, 1960(Apr), 49, 181-184.—White rats were trained to press one of a pair of levers with the onset of light as reinforcement. 2 measures of learning were used: relative number of presses during training and relative number of presses during an extinction session on the following day. The latter measure was employed to eliminate any possible facilitating or evoking effect of the flashing light. 2 experiments were performed. "On training day, there occurred in both experiments about 40 per cent more presses of the reinforced lever. This could have reflected reinforcement, facilitation, or both. On the retention test, however, only one experiment found any evidence that the light was reinforcing." It was suggested that retention measure should be employed "whenever the facilitation artifact is suspected."—W. F. Crowder.

7216. Curtis, Quin Fischer. (U. Michigan) **The effect of floor cues upon the mastery of the unit-alike maze.** *Dissertation Abstr.*, 1960(Feb), 20, 3397.—Abstract.

7217. D'Amato, M. R., & Gumenik, W. E. (New York U.) **Some effects of immediate versus randomly delayed shock on an instrumental response and cognitive processes.** *J. abnorm. soc. Psychol.*, 1960(Jan), 60, 64-67.—". . . Ss were required . . . to guess whether a right or left light would go on, indicating their guesses by pressing a lever below the appropriate light. Trials . . . [involved] non-shock. . . [and] an immediate shock (IS) every time he pressed one lever and a randomly delayed shock (RDS) every time he pressed the other lever, irrespective of whether he guessed correctly or incorrectly." Results: a significant avoidance of the lever leading to RDS; a significantly greater number of Ss judged the RDS as more unpleasant than IS, a marked impairment of Ss' recall of stimulus events and their behavior during the shock trials.—G. Frank.

7218. Davis, John D., & Keehn, J. D. (American U., Beirut, Lebanon) **Magnitude of reinforcement and consummatory behavior.** *Science*, 1959(Jul), 130, 269-271.—4 rats of the Sprague-Dawley strain, each tested with all of the solutions used in the experiment, were Ss. The rates at which they licked saline, sucrose, and saccharin solutions, respectively, were measured by cumulative recording of tongue contacts with the solution in question. "The local rate of licking was constant for all solutions, but differences in the distribution of sustained periods of licking were related to the type and concentration of the fluid consumed." Apparently "differences in quantities of liquid consumed per unit of time repre-

sent not, as Spence appears to believe, differences in the tempo of the consummatory response but the differences in the perseveration of that response."—S. J. Lachman.

7219. Davis, John Eisele, Jr. (U. Kentucky) **An investigation of the relationship between a primary irrelevant drive and performance on simple and complex tasks.** *Dissertation Abstr.*, 1960(Mar), 20, 3828.—Abstract.

7220. Duncan, Carl P. (Northwestern U.) **Controlled fixation of the stimulus-figure in a study of autonomous change in the memory-image.** *Amer. J. Psychol.*, 1960(Mar), 114-120.—"Independent groups of Ss fixated an outline-circle with a gap for 4 sec., 2 min. or 5 min., then were tested for retention of the size of the gap immediately, 1 day, or 1 week later. . . . mean judged size of gap increased as a function of fixation-time and decreased over rest. Mean judged size of gap did not however, at any time decrease to values smaller than the real size."—R. H. Waters.

7221. Duncan, Carl P. (Northwestern U.) **Description of learning to learn in human subjects.** *Amer. J. Psychol.*, 1960(Mar), 73, 108-114.—The data analyzed were obtained from 40 Ss who practiced 10 tasks, 1 per day, 20 trials per task. The analysis shows that learning to learn is reflected in rate of learning, effectiveness of reinforcement, and freedom from overt oscillation. Slow learning Ss benefit enormously but the restriction imposed by the "ceiling" makes impossible a valid comparison with the benefit to the fast learners.—R. H. Waters.

7222. Dunsing, Jack Donald. (U. Pittsburgh) **Associative ability and stimulus-response meaningfulness in association learning.** *Dissertation Abstr.*, 1960(Feb), 20, 3397.—Abstract.

7223. Dyal, J. A. **Response strength as a function of magnitude of perceived incentive.** *Percept. mot. Skills*, 1960(Feb), 10, 35-38.—"To test the hypothesis that variation in the amount of food incentive which is perceived bears a positive relation to reaction potential, when the amount of food ingested is held constant, 24 albino rats were trained in a straight runway. On a random half of the daily trials half of the Ss (Group BH-WL) ran from a black starting box down a black runway to a black goal-box containing 50 bricks of laboratory chow (approximately 250 gm.). On the other half of the trials they ran from a white starting box, down the black runway to a white goal-box containing only one of these 5-gm. pellets. For the other 12 Ss the color-incentive combination was reversed (Group WH-BL). . . . Ss were permitted to eat for 30 sec. per trial. . . . [Then half of the Ss were] extinguished to the white goal-box; others to the black. Analysis of reaction latency data revealed significant differences between the high and low incentive trials on the last two days of acquisition and the first day of extinction for the BH-WL group, [but] . . . no discrimination in the WH-BL group. The results are interpreted within Spence's theoretical system to imply that the perceived size of the food reward is one of the variables determining the value of incentive motivation (K)."—C. H. Ammons.

7224. Eddowes, Edward E. (U. Florida) **The effects of electrical shock on the acquisition of a**

verbal expectancy. *Dissertation Abstr.*, 1960(Jan), 20, 2917-2918.—Abstract.

7225. Ernest, Ronald L., Hoffeld, Donald R., Seidenstein, Sidney, & Brogden, W. J. (U. Wisconsin) **Relation of serial position errors to doublet and split-doublet location in verbal maze pattern.** *J. exp. Psychol.*, 1960(Feb), 59, 94-103.—2 experiments studied the effect of location of a doublet (2 successive identical responses) and a split-doublet (two identical responses separated by 1 different response) on the form of the serial position error curve from the acquisition of a 4-choice, 16-unit verbal maze. A doublet in any of 5 locations produced an increase in total error at the 2nd position of the doublet. The split-doublet produced an increase in error for the 3rd position for 3 of the 4 locations and in 2 of these there was also an increase in error at the 2nd position. These findings were discussed in terms of guessing tendencies of Ss producing inhibitory effects.—*J. Arbit.*

7226. Eysenck, H. J. (U. London, England) **Serial position effects in nonsense syllable learning as a function of interlist rest pauses.** *Brit. J. Psychol.*, 1959(Nov), 50, 360-362.—From the perseveration or consolidation theory of memory it was predicted that the abolition of the interlist rest pause in a 15-nonsense-syllable learning task would abolish the superiority of the last few syllables on the list. An experiment involving continuous and discontinuous memory drum learning failed to support the prediction. The findings also argue against most currently held theories.—*C. M. Franks.*

7227. Fillenbaum, Samuel. (U. North Carolina) **Matching to objective events in probability-learning: Some discrepant results.** *Amer. J. Psychol.*, 1960(Mar), 73, 146-149.—85 Canadian soldiers were asked to guess whether "Plus" or "check" would be the next word heard over a total of 120 trials. For the first 60 trials the ratio of "plus" to "check" was 2:1, during the final 60, the ratio was 1:2. Results do not agree with Estes' prediction (see 29: 445) and raise the question of subject and individual differences as variables in studies of this sort.—*R. H. Waters.*

7228. Friedman, Monroe Peter. (U. Tennessee) **The role of learning in olfactory sensitivity.** *Dissertation Abstr.*, 1960(Mar), 20, 3853-3854.—Abstract.

7229. Gadarian, Vahak. (U. Florida) **Effects of reinforcement under two levels of information.** *Dissertation Abstr.*, 1960(Jan), 20, 2888-2889.—Abstract.

7230. Goodnow, Jacqueline J., Rubenstein, Irvin, & Lubin, Ardie. (Walter Reed Army Inst. Research, Washington, D. C.) **Response to changing patterns of events.** *Amer. J. Psychol.*, 1960(Mar), 73, 56-67.—An exploratory study of the manner in which S adjusts to "a shift in the probability of an event (stimulus or reward). Shifts in probability are treated as transfer situations, in which S may meet new or old lengths of runs and can carry over old responses that may or may not be appropriate."—*R. H. Waters.*

7231. Gottfredson, Don Martin. (Claremont Graduate School) **Organization in recall.** *Dissertation Abstr.*, 1960(Jan), 20, 2889.—Abstract.

7232. Griffiths, W. J., Jr. **Effect of isolation and stress on escape thresholds in albino rats.** *Psychol. Rep.*, 1960, 6, 23-29.—"Ten inbred male albino rats isolated from weaning, 10 subjected to stress, and 10 controls were placed in a shuttle-box to determine their escape thresholds. Both experimental groups showed higher escape thresholds, requiring more intense stimulation before escaping than did the controls. The finding is interpreted in terms of the effects of prior experiences to which Ss have been exposed."—*C. H. Ammons.*

7233. Hamilton, Charles L. (VA Hosp., Coatsville, Pa.) **Effects of LSD-25 and amphetamine on a running response in the rat.** *AMA Arch. gen. Psychiat.*, 1960(Jan), 2, 114-119.—Rats were found consistently to run faster to escape shock under both experimental conditions. Tolerance to the drug effects was not found.—*L. A. Pennington.*

7234. Hammack, John Thomas. (U. North Carolina) **Investigation of operant avoidance behavior in children.** *Dissertation Abstr.*, 1960(Jan), 20, 2918-2919.—Abstract.

7235. Hansche, Wesley J., & Grant, David A. (U. Wisconsin) **Onset versus termination of a stimulus as the CS in eyelid conditioning.** *J. exp. Psychol.*, 1960(Jan), 59, 19-26.—The effect of CS-UCS interval on acquisition of eyelid conditioning with 120 college students was the same whether onset or termination of light served as CS. In addition to the primary reflex or alpha response to light, an off response (OR) was observed which was analogous to the alpha except that it occurred as a response to light termination. Found alpha conditioning most marked with short CS-UCS intervals, but this trend was not significant with ORs. Conclude that termination of a stimulus is just as critical a feature for conditioning as its onset. 17 refs.—*J. Arbit.*

7236. Hansche, Wesley Jay. (U. Wisconsin) **A comparison of operant avoidance and classical techniques in the conditioning of the eyelid response.** *Dissertation Abstr.*, 1960(Feb), 20, 3398.—Abstract.

7237. Haravey, Francois. (Louisiana State U.) **The effect of electro-convulsive shock on retention as a function of stimulus similarity in two successive habits.** *Dissertation Abstr.*, 1960(Jan), 20, 2919.—Abstract.

7238. Hashimoto, Juji. (Yokohama National U., Japan) **Test ga saigakushū no seika ni oyobosu eikyō.** [Influence of testing the learned materials to its relearning.] *Jap. J. educ. Psychol.*, 1959(Sep), 7, 90-95.—Using 2-place digits, nonsense syllables, and the control group method, 4 experiments were conducted with 1 class of school children. The sequence of the experiment was as follows: (a) learning original material, (b) testing the original learning with the experimental group, (c) relearning of the same material by both groups, and (d) testing the amount of retention in both groups. The results did not always significantly support the hypotheses that a failed part of the learned material as recognized by a pupil would motivate him to relearn the part, and that relearning the material, he would more effectively learn it with effort and attention. English summary.—*S. Ohwaki.*

7239. Hodge, C. C., & Crowder, W. F. Secondary reinforcement and the inter-pairing interval. *Psychol. Rep.*, 1960, 6, 71-74.—There were 3 intervals (20, 60, or 180 sec.) between 90 successive presentations of food pellets, each pellet being preceded by a buzzer, to 45 hungry rats. Tests for operant level (25 min. in a Skinner box without reinforced bar presses), lever training (buzzer sounded but not reinforced), and retention of lever training yielded no significant differences between groups in number or variability of response. "Hence, it would seem that the choice of an interval between pairings can be based on other factors, such as convenience or experimental time."—C. H. Ammons.

7240. Hughes, Lawson Hill. (Indiana U.) Delay of shock-escape reinforcement. *Dissertation Abstr.*, 1960 (Apr), 20, 4185-4186.—Abstract.

7241. Hulicka, Irene M., & Capehart, Jack. (VA Hosp., Buffalo, N.Y.) Is the "click" a secondary reinforcer? *Psychol. Rec.*, 1960, 10, 29-37.—Click paired with food prior to acquisition of bar-press response. Variations during acquisition in number of trials on which added stimulus present showed no increase in response strength during acquisition. Presence of click during extinction increased number of responses to extinction. Role of previously neutral stimuli "examined in terms of functional relations, without the surplus label, secondary reinforcer being attached to them."—R. J. Seidel.

7242. Isaac, Walter. (Ohio State U.) The effects of drive strength and quantity of incentive upon discrimination learning and running times in the white rat. *Dissertation Abstr.*, 1960 (Jan), 20, 2919.—Abstract.

7243. Jencks, Beata, & Porter, Paul B. (U. Utah) Need reduction and primary reinforcement: Varied goal situations as reinforcement in maze learning of rats. *J. Psychol.*, 1960 (Jan), 49, 139-143.—3 groups were given 12 trials on an elevated multiple T maze; the 1st (7 rats) was rewarded with a preferred food, the 2nd (8 rats) was just picked up at the goal, the 3rd (8 rats) found a different incentive each trial. The food-rewarded and variety-rewarded groups performed equally well, both reliably better than the picked-up group. These findings are interpreted as indicating that primary reinforcement must be so defined as to include novelty.—Author abstract.

7244. Jennings, Luther Brown. (Claremont Graduate School) An experimental investigation of two theories of retroactive interference as they apply to the retention of paired-associates nonsense material. *Dissertation Abstr.*, 1960 (Jan), 20, 2920.—Abstract.

7245. Jensen, Glen Donald. (Northwestern U.) Learning and performance as functions of ration size, hours of deprivation, and effort requirement. *Dissertation Abstr.*, 1959 (Dec), 20, 2399.—Abstract.

7246. Jensen, Philip Keister. (Michigan State U.) The effects of blinds and frequency in latent learning. *Dissertation Abstr.*, 1960 (Feb), 20, 3367.—Abstract.

7247. Johnson, David Thomas. (U. Kentucky) Exploratory investigations of operant conditioning in humans under a thermal drive. *Dissertation Abstr.*, 1960 (Mar), 20, 3833-3834.—Abstract.

7248. Karas, George Gurnea. (Purdue U.) Learning in the albino rat as a function of pre-weaning handling and different adult motivational levels. *Dissertation Abstr.*, 1960 (Jan), 20, 2920.—Abstract.

7249. Karasik, Alan D. (New York U.) Skin conductance, manifest anxiety, and response competition in simple discrimination learning. *Dissertation Abstr.*, 1960 (Feb), 20, 3399.—Abstract.

7250. Khodorov, B. I. (Moscow, Russia) O nekotorykh svoistvakh uslovnogo tormoza. [On several properties of a conditioned inhibitor.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 753-758.—Utilizing Protopopov's "motor-defensive method of conditioning," experiments were performed on 2 dogs. During elaboration of a stable conditioned inhibitor the inhibitor agent (gurgle of water or light) was applied in isolation for the 1st 5 sec.; during the following 5 sec. it was applied simultaneously with the positive conditioned stimulus. It was found that a conditioned inhibitor ceases to exert an inhibitory influence when it is not applied in combination with a positive agent. Repeated application of a conditioned inhibitor in isolation at intervals of 5-10 sec. leads to extinction of its "negative signal meaning." Extinction of the conditioned inhibitor can also be achieved by considerable prolongation of time of isolated action—from the usual 5 sec. to a period of 5-6 min. or more. Inhibitory conditioned reflexes, like positive reflexes, are liable to not only generalization and differentiation, but also intermittent and continuous extinction.—I. D. London.

7251. King, Richard Austin. (Duke U.) The effects of training and motivation on the components of a learned instrumental response. *Dissertation Abstr.*, 1960 (Mar), 20, 3856.—Abstract.

7252. Levin, Saul. (Duke U.) The effects of awareness on verbal conditioning. *Dissertation Abstr.*, 1960 (Mar), 20, 3835-3836.—Abstract.

7253. Lindsay, Keith Jay. (Stanford U.) Transfer and retroaction as a function of response similarity, stimulus materials, and experimental design. *Dissertation Abstr.*, 1960 (Feb), 20, 3400-3401.—Abstract.

7254. Liu In-Mao. (U. Illinois) Effect of drive reduction on learning. *Dissertation Abstr.*, 1960 (Feb), 20, 3401.—Abstract.

7255. Lloyd, Kenneth E. (Ohio State U.) Retention of responses to stimulus classes and to specific stimuli. *J. exp. Psychol.*, 1960 (Jan), 59, 54-59.—A transfer task was used to test the expectation that college students would respond to stimuli as instances of classes if they were given an opportunity. When original learning was carried to a criterion, specific groups learned at a faster rate than class groups. There were no differences in recall or loss scores. When original learning was for only 5 trials the specific group did better. Where class groups respond to the stimulus words as classes, retention of responses learned to stimulus classes did not differ from retention of responses to specific stimuli.—J. Arbit.

7256. Lloyd, Kenneth Edward. (Ohio State U.) The retention of responses to classes of verbal stimuli compared with the retention of responses

to specific verbal stimuli. *Dissertation Abstr.*, 1960 (Feb), 20, 3401-3402.—Abstract.

7257. Luchins, A. S. (U. Miami) Influence of experience with conflicting information on reactions to subsequent conflicting information. *J. soc. Psychol.*, 1960 (May), 51, 367-385.—In previous studies, it was found that recency effects tended to predominate over primacy effects. Analysis of the results in this study showed that some reflected recency while others reflected primacy effects. Although other aspects of the results differed for the 2 experiments, common to both was the finding that, on the whole, primacy effects were just slightly more pronounced than recency effects.—Author abstract.

7258. McDowell, A. A., & Brown, W. Lynn. (U. Texas) Peripheral cue learning set in rhesus monkeys. *J. genet. Psychol.*, 1960 (Mar), 96, 129-132.—4 control and 9 chronic whole-body irradiated rhesus monkeys, with previous experience on standardized learning set problems and in the utilization of peripheral cues to procure food rewards, were tested on 6 4-trial peripheral cue learning set problems per day for 39 days. (a) The irradiated Ss did not differ significantly from the control Ss with respect to performance on this training. (b) There was no significant interproblem improvement in performance over the periods of testing. (c) There was statistically significant intraproblem improvement in performance which was consistent over the periods of testing.—Author abstract.

7259. Mahrer, Alvin Raymond. (Ohio State U.) The development and generalization of expectancies for delayed reinforcement. *Dissertation Abstr.*, 1960 (Feb), 20, 3382-3385.—Abstract.

7260. Martin, Frank Bucha, Jr. (U. Kentucky) Drive transfer in secondary reinforcement. *Dissertation Abstr.*, 1960 (Apr), 20, 4164-4165.—Abstract.

7261. Mason, William A. (U. Wisconsin) Development of communication between young rhesus monkeys. *Science*, 1959 (Sep), 130, 712-713.—"The subjects were six pairs of rhesus monkeys, approximately 18 months old, born in the laboratory and removed from the mother at birth. . . . A communication situation is described in which the rewards of both members of a pair of monkeys cannot exceed chance levels unless the operator monkey responds to cues provided by the informant monkey which indicate the location of food. Performance under these test conditions improved progressively to levels consistently above chance." A schematic drawing of the communication test apparatus and a graph indicating percentage of correct responses by the operator and correct positionings by the informant are presented.—S. J. Lachman.

7262. Mayer, Joseph. (Clark U.) An analysis of formal aspects of memory functioning under different types of stressors. *Dissertation Abstr.*, 1960 (Jan), 20, 2891.—Abstract.

7263. Mejias, N. Pinheiro. Alguns estudos sobre memoria. [Some studies of memory.] *Bol. Psicol., Sao Paulo*, 1959, No. 37, 37-57.—The author relates a small experiment with verbal material, and concludes for the importance of affective factors in memory.—N. P. Mejias.

7264. Miles, Raymond Castleton. (Ohio State U.) The relative strength of secondary reinforcers as a function of two parameters: Deprivation and habit strength. *Dissertation Abstr.*, 1959 (Dec), 20, 2401-2402.—Abstract.

7265. Miller, Norman. (Northwestern U.) Acquisition of avoidance dispositions by social learning. *Dissertation Abstr.*, 1960 (Mar), 20, 3819.—Abstract.

7266. Murray, Alan Keith. (U. Washington) The effect of chlorpromazine upon an intermittently reinforced escape response. *Dissertation Abstr.*, 1960 (Apr), 20, 4187-4188.—Abstract.

7267. Myers, R. D. Effects of differential thyroid dose levels on performance and extinction of an operant response. *Psychol. Rep.*, 1960, 6, 95-98.—"Performance and extinction of an operant response with food as reward were studied in 16 male adult Wistar strain rats. Ss were divided into four equal groups, one each receiving high or low dosages of thyroxine or high or low dosages of thiouracil. Hunger drive was equated among Ss after drug effects had taken place. There were no differences in performance within thyroid conditions as a result of high or low doses but differences were evidenced as a function of hyper- or hypothyroidism. Extinction functions of the four groups were identical even though the number of rewarded responses was vastly unequal."—C. H. Ammons.

7268. Naidel', A. V. (USSR Acad. Sciences, Moscow, Russia) Vzaimodeistvie dvukh uslovno-reflektornykh protsessov v usloviakh dinamicheskogo stereotipa. [Interaction of two conditioned-reflex processes under conditions of a dynamic stereotype.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 672-678.—When 2 auditory signals are conditioned stimuli for one motor reaction, the application of one of these against the background of a rhythmic stereotype formed on the basis of the other stimulus, leads to merger of the processes, produced by both stimuli, into 1 conditioned-reflex stereotype. The conditioned reaction to time that is formed is due to such a merger. When the stimuli are associated with different conditioned reactions, the appearance of one of the former in a rhythmic stereotype exerts a constant and very stable inhibitory influence on the other specialized reaction. Along with this, the conditioned reaction to time, developed in the stereotype, is noticeably inhibited. The experiments were carried out on 12 Ss from 16 to 24 years of age.—I. D. London.

7269. Nish, William Walter. (State Coll. Washington) Method of placement and differential training in a direct-placement feeding situation as factors in instrumental performance. *Dissertation Abstr.*, 1960 (Jan), 20, 2922.—Abstract.

7270. Noble, Clyde E., & Fuchs, James E. (Montana State U.) Serial errors in human learning: A test of the McCrory-Hunter. *Science*, 1959 (Feb), 129, 570-572.—"The McCrory-Hunter hypothesis states . . . that the form of the relative difficulty-position function is an invariant property of serial verbal learning. . . . An experiment was conducted on 120 human subjects to test the hypothesis that the probability distribution of serial errors is an invariant property of rote memorization. Con-

trary to the hypothesis, the relative difficulty function was significantly affected by ability to learn. There was a systematic tendency ($p < .05$) for fast learners to commit proportionately more errors in the middle of the sequence."—S. J. Lachman.

7271. Noguee, Philip, & Lieberman, Bernhardt. (Boston U.) **The auction value of certain risky situations.** *J. Psychol.*, 1960 (Apr), 49, 167-179.—The first study tends to confirm Preston and Baratta's findings (see 22: 4823) that Ss overestimate the likelihood of objective probabilities of 0.01 and 0.05 and underestimate probabilities ranging from 0.25 to 0.99. The 2nd study indicates that Ss are capable of estimating q given p , a probability value, and then are able to use the q quantity in an expected value computation with considerable consistency. In addition, the overestimation-underestimation effect is present; Ss tend to overestimate q when that value is 0.01 and 0.05 and underestimate the q value when it ranges from 0.25 to 0.99. The 3rd study, when compared with the results of the 1st study, indicated that Ss' estimations of objective probability in a loss situation are more realistic than their estimates in a win type situation.—C. Murchison.

7272. Overall, J. E., & Brown, W. L. (U. Texas) **Cognitive-postremity predictions of learning behavior.** *J. gen. Psychol.*, 1960 (Apr), 62, 189-197.—A rational deductive process is followed in identifying the "hypothesis" followed by the rat on each trial in a T maze. When a "hypothesis" has been identified, it is predicted that the rat will follow the same "hypothesis" on the next trial. Different rats follow different "hypotheses," and the same rat changes "hypotheses" from time to time. The cognitive deductive approach, which considers the possibility of several different kinds of "hypotheses," is found to result in response predictions which are significantly superior to those resulting from models which consider only a single type of behavioral consistency.—Author abstract.

7273. Pawlowski, Albert Andrew. (Purdue U.) **The effects of chronic alcohol consumption on the learning and motivation in the rat.** *Dissertation Abstr.*, 1960 (Jan), 20, 2923.—Abstract.

7274. Penney, Ronald Keith. (State U. Iowa) **The effects of nonreinforcement on response strength as a function of number of previous reinforcements.** *Dissertation Abstr.*, 1959 (Dec), 20, 2402.—Abstract.

7275. Phipps, Grant T. (Pennsylvania State U.) **Meaningfulness (m) and overlearning experimentally controlled in paired-associate learning.** *Dissertation Abstr.*, 1960 (Feb), 20, 3404-3405.—Abstract.

7276. Pittman, Gene Glover. (Purdue U.) **Form discrimination and learning set formation by two species of sciurus as a function of quantitatively controlled stimulus parameters.** *Dissertation Abstr.*, 1960 (Jan), 20, 2924.—Abstract.

7277. Polidora, Vincent James. (Ohio State U.) **An evaluation of the reinforcing properties of visual stimulus constraint.** *Dissertation Abstr.*, 1960 (Mar), 20, 3859.—Abstract.

7278. Porter, Louis George. (Syracuse U.) **Generalization of fear and of the inhibition of fear.** *Dissertation Abstr.*, 1960 (Mar), 20, 3842.—Abstract.

7279. Prouty, David Langdon. (Tulane U.) **Acquisition and extinction under equal ratios of verbal reinforcement combinations.** *Dissertation Abstr.*, 1960 (Mar), 20, 3859.—Abstract.

7280. Pubols, Benjamin H., Jr. (U. Miami) **Incentive magnitude, learning, and performance in animals.** *Psychol. Bull.*, 1960 (Mar), 57, 89-115.—The results of studies concerned with the effects of magnitude of incentive on a variety of dependent variables are highly consistent. Though there is a need for further research there presently exists sufficiently well ordered data to permit meaningful theorizing. 87 refs.—W. J. Meyer.

7281. Radaker, Leon D. (Pennsylvania State U.) **Visual imagery as a factor in memory for word forms.** *Dissertation Abstr.*, 1960 (Feb), 20, 3368.—Abstract.

7282. Ratzeburg, Frederick Hal. (Syracuse U.) **The effect of anxiety and ego-involvement on reminiscence.** *Dissertation Abstr.*, 1960 (Feb), 20, 3389.—Abstract.

7283. Rieber, Morton. (State U. Iowa) **The effect of CS presence during delay of reward on the speed of an instrumental response.** *Dissertation Abstr.*, 1959 (Dec), 20, 2403.—Abstract.

7284. Roark, John Q. Robinson. (U. Maryland) **The effort factor in the extinction and spontaneous recovery of an avoidance response.** *Dissertation Abstr.*, 1960 (Feb), 20, 3407.—Abstract.

7285. Rogers, George Walter. (Ohio State U.) **Lecture listening skills: Their nature and relation to achievement.** *Dissertation Abstr.*, 1960 (Apr), 20, 4165.—Abstract.

7286. Rosenblum, Jerome. (Florida State U.) **Examiner presence, levels of anxiety, and verbal conditioning.** *Dissertation Abstr.*, 1960 (Feb), 20, 3390.—Abstract.

7287. Saltz, Eli, & Newman, Slater E. (Wayne State U.) **The effect of prior learning of symbols on performance in reasoning.** *Amer. J. Psychol.*, 1960 (Mar), 73, 91-99.—The task was the specification of the order in which 15 components could be assembled to construct a pressure indicator. In 3 different experiments: (I) names and components were paired and learned, (II) the components were presented with the names omitted, or (III) the names without the components were presented alone. Results of Experiment I only were beneficial to the experimental task, the benefit decreasing as degree of learning increased.—R. H. Waters.

7288. Sandler, Jack. (Florida State U.) **The effect of negative verbal cues upon verbal behavior.** *Dissertation Abstr.*, 1959 (Dec), 20, 2389-2390.—Abstract.

7289. Sax, Gilbert. (U. Hawaii) **Concept acquisition as a function of differing schedules and delays of reinforcement.** *J. educ. Psychol.*, 1960 (Feb), 51, 32-36.—8 equated groups of high school students were presented the task of abstracting roots from complex Chinese characters under different schedules and delays of reinforcement. Habit strength was measured as a function of the number of trials needed to reach a criterion of learning and number of correct responses on a retention check. A fixed constants analysis of variance model indi-

cated that as the latency in the presentation of a reinforcement is increased there is a significant increase in the number of trials needed to reach a learning criterion. The analysis of variance failed to refute the null hypothesis when retention was employed as the dependent variable or when differing schedules of reinforcement were used with acquisition trials as the dependent variable.

7290. Schaefer, H. H. **Operant learning of systems limitations.** *Psychol. Rep.*, 1960, 6, 51-56.—"Two groups of 5 animals each were given daily 20-min. sessions of continuous reinforcement in one of two bar pressing boxes, which differed only in the minimum time required to depress the lever to obtain water reinforcement by .10 sec. The animals showed this difference clearly in the mean duration with which they depressed the bar to obtain reinforcement. . . . As conditioning progressed, the duration of bar depression approached a stable value approximately .09 sec. above the minimal duration required by each system. . . . Output rate did not reflect this difference between the boxes. The implications of this finding for further research were discussed."—C. H. Ammons.

7291. Shapiro, Martin M. (Indiana U.) **Classical salivary conditioning in dogs.** *Dissertation Abstr.*, 1960 (Apr), 20, 4188-4189.—Abstract.

7292. Siegel, Sidney. **Theoretical models of choice and strategy behavior: Stable state behavior in the two-choice uncertain outcome situation.** *Psychometrika*, 1959 (Dec), 24, 303-316.—In 2-choice stochastic learning, probability matching is the usual end result, i.e., the asymptotic probability, p , of choosing the more frequent alternative usually equals π , the actual probability of the more frequent alternative. If the S were trying to maximize the number of correct predictions, game theory shows that p would equal unity. Siegel suggests that perhaps (a) the reinforcement value (utility) of correctly predicting the more frequent event differs from the utility of a correct prediction of the less frequent event, (b) some utility is gained whenever the response is changed and (c) there is some nonzero utility in "reflecting" the run structure of the series. Model I uses Assumption b; it yields probability matching if and only if the utility of a correct prediction equals the utility for response change. Model II adds Assumption a to Assumption b. When both these assumptions hold, probability matching occurs only if there is a rather unlikely order for the various utilities. Model III combines Assumption a with the possibility of an actual payoff (e.g., money) for a correct prediction. This leads to probability matching only when $\pi = \frac{1}{2}$ or if there is no utility for a correct prediction. 22 refs.—A. Lubin.

7293. Silverman, Robert E. (New York U.) **Eliminating a conditioned GSR by the reduction of experimental anxiety.** *J. exp. Psychol.*, 1960 (Feb), 59, 122-125.—"Three groups of 20 S s were conditioned to give a GSR to a 750-cps tone under different CS-UCS intervals. The intervals were: (a) .5 sec., (b) 6 sec., and (c) a random control interval in which CS and UCS were not paired. Half of the S s in each group were given instructions prior to extinction that the UCS (shock) was not going to be given. The results indicated that the instructions affected both the .5-sec. group and the

pseudoconditioning control group. The 6-sec. group was not affected by the instructions."—Author abstract.

7294. Skiff, Stanley Cube. (U. Kentucky) **A study of some relationships between personality traits and learning ability.** *Dissertation Abstr.*, 1960 (Mar), 20, 3861-3862.—Abstract.

7295. Slamecka, Norman J. (U. Vermont) **Retraoactive inhibition of connected discourse as a function of practice level.** *J. exp. Psychol.*, 1960 (Feb), 59, 104-108.— S s learned passages of connected discourse by the anticipation method. 3 levels of original learning (OL) and 3 levels of interpolated learning (IL) were employed. "Results indicated that (a) OL and IL acquisition was a function of number of practice trials, (b) recall of prose was subject to significant RI, (c) recall varied directly with OL practice and inversely with IL practice, and (d) recall errors suggested a shift in the covert-overt error ratio paralleling recall, and an increase in interlist intrusions at points of near equal acquisition of the two passages. It is concluded that findings regarding degree of learning and RI, based upon unconnected materials, can now be generalized to connected discourse."—J. Arbit.

7296. Slough, Dewey Alvin. (Indiana U.) **Duration of reinforcement and delay after reinforcement in the runway.** *Dissertation Abstr.*, 1960 (Apr), 20, 4189.—Abstract.

7297. Smith, James Calvin. (Florida State U.) **The effect of ionizing irradiation on behavior in the Skinner box.** *Dissertation Abstr.*, 1959 (Dec), 20, 2403-2404.—Abstract.

7298. Smith, Philip Alden. (U. Kentucky) **Some effects of reward and punishment on visual perception.** *Dissertation Abstr.*, 1960 (Mar), 20, 3844.—Abstract.

7299. Stake, Robert Earl. (Princeton U.) **Learning parameters, aptitudes, and achievements.** *Dissertation Abstr.*, 1960 (Mar), 20, 3862.—Abstract.

7300. Stellwagon, William Turner. (U. Washington) **The effect of learning distinctive responses to visual stimuli on the accuracy of their discrimination.** *Dissertation Abstr.*, 1960 (Apr), 20, 4166.—Abstract.

7301. Stewart, E. Elizabeth. (U. North Carolina) **A factorial study of concept learning.** *Dissertation Abstr.*, 1960 (Jan), 20, 2895.—Abstract.

7302. Stroud, J. B., & Schoer, L. (State U. Iowa) **Individual differences in memory.** *J. educ. Psychol.*, 1959, 50, 285-292.—Significant r 's ranging from .23 to .41, were obtained among scores on 4 recall tasks. On 2 lists, r 's between trials to learn and words recalled (24 hours later) were not significant; significant r 's of $-.23$ and $-.25$ were obtained on the other 2 lists. Differences among the means of the recall scores of S s divided into fifths by trials to learn were not significant. The data indicate that significant differences in retention exist among S s who have attained a common trials-to-learn criterion. Analysis by individual items showed that the slowest fifth required 5 reinforcements to establish a probability of a correct response occurring on the succeeding trial equal to that established by the fastest fifth after 1 reinforcement.

7303. Sugimura, Takeshi, & Iwahara, Shinkuro. (Osaka Juvenile Classification Office, Japan) *Tenkan gakushū ni kansuru kenkyū: II. Senkōgaku-shū no renshūyō o yori kōhāni ni kaeta baai.* [Studies on shifts of discrimination learning: II. Effect of a wide range of trials in prior learning.] *Jap. J. educ. Psychol.*, 1959, 7, 142-147.—(see 34: 5460) 60 boys, 15-18 yrs. of age, were trained on a 2-choice size discrimination problem with 50% reinforcement to color. The criterion of the learning was varied to 5 groups. "When the criterion was met, the S was shifted to color discrimination with the same stimulus setting." It was found that "negative transfer in color discrimination appeared until the criterion in the prior learning reached 5 successive correct responses, and that positive transfer appeared beyond this point." This point was considered as a "critical inflection point from negative to positive transfer." English summary.—S. Ohwaki.

7304. Tighe, Thomas Joseph. (Cornell U.) *Punishment: The effects of varying its point of application.* *Dissertation Abstr.*, 1960 (Mar), 20, 3863-3864.—Abstract.

7305. Uf-tsin', IA. (2nd Moscow State Medical Inst., Russia) *K perekliucheniū raznopodkrepliaemykh pishchevykh uslovykh refleksov.* [On the switching over of differently reinforced alimentary conditioned reflexes.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 723-730.—Utilizing experimentation in 2 chambers, simultaneous switching over of differently reinforced conditioned reflexes was elaborated in 2 dogs. In an excitable dog this proceeds with considerable difficulty and is accompanied by neurosis. There are 3 phases in the process: (a) the magnitude of the conditioned reflexes in the new chamber increases, while in the old chamber they remain the same as before switching; (b) then the magnitude of the conditioned reflexes in both chambers becomes equal (here a considerable increase of the conditioned secretory effect in the old chamber takes place accompanied by a certain decrease in the new chamber); (c) the conditioned stimulus elicits finally reactions conforming to the condition of the elaboration: the magnitude of the conditioned reflexes is invariably greater in the new chamber than in the old one.—I. D. London.

7306. Underwood, B. J., & Schulz, R. W. (Northwestern U.) *Response dominance and rate of learning paired associates.* *J. gen. Psychol.*, 1960 (Apr), 62, 153-158.—This study investigated rate of paired-associate learning as a function of the pre-existing strength of association between stimulus and response. In 1 set of lists the average strength of the association between stimuli and responses was strong, in another weak, and in a 3rd, moderate, the latter lists being formed by having high dominance between $\frac{1}{2}$ the pairs and low dominance between the other $\frac{1}{2}$. There were 16 pairs in each list. The lists were learned to one perfect trial by standard paired-associate procedures. The results show that rate of learning and dominance level were directly related. The high-dominance lists were acquired in approximately 2.5 anticipation trials. Mean overt errors per trial were inversely related to dominance level.—Author abstract.

7307. Wagner, Allan Ray. (State U. Iowa) *Acquisition and extinction of an instrumental re-*

sponse as a function of percentage reinforcement, magnitude of reward, and number of acquisition trials. *Dissertation Abstr.*, 1959 (Dec), 20, 2405.—Abstract.

7308. Waugh, Nancy. (Massachusetts Inst. Technology) *Serial position and the memory-span.* *Amer. J. Psychol.*, 1960 (Mar), 73, 68-79.—Initial and terminal memory-spans, defined as the "mean number of consecutive items recalled correctly before the first failure in recall from the beginning and end of a series, respectively," were obtained by the method of constant stimuli and the method of first errors. The results obtained bring into question an explanation of serial position effects in terms of intraserial interference.—R. H. Waters.

7309. Weide, Thomas Newell. (Stanford U.) *Conditioning and generalization of the use of affect-relevant words.* *Dissertation Abstr.*, 1960 (Feb), 20, 3393.—Abstract.

7310. Weir, Morton Webster. (U. Texas) *The effects of instructions and expected number of trials on children's probability learning.* *Dissertation Abstr.*, 1960 (Jan), 20, 2926.—Abstract.

7311. Weiss, R. L., Ullman, L. P., & Krasner, L. *On the relationship between hypnotizability and response to verbal operant conditioning.* *Psychol. Rep.*, 1960, 6, 59-60.—"A positive relationship between hypnotizability and responsivity to classical conditioning was found by Das [see 33: 9688]. . . . However, direct correlation of the two behaviors involves the difficulty of mutual facilitation. The present paper provided an empirical solution to the problem by correlating an indirect measure of hypnotizability with responsivity to verbal operant conditioning. A positive and statistically significant relationship was found between a scale of likelihood of hypnotizability and responsivity to verbal operant conditioning."—C. H. Ammons.

7312. Weitzman, Ronald A. (Princeton U.) *A comparison of the performance of rats and fish on a probabilistic discriminative learning problem.* *Dissertation Abstr.*, 1960 (Jan), 20, 2927.—Abstract.

7313. White, Barbara Notkin, & Spiker, Charles C. (Michael Reese Hosp., Chicago, Ill.) *The effect of stimulus similarity on amount of cue-position patterning in discrimination problems.* *J. exp. Psychol.*, 1960 (Feb), 59, 131-136.—"Three groups of pre-school children were trained to respond to a red stimulus on the left side on one type of trial and to a white stimulus on the right side on a second type of trial in a discrimination situation involving the choice of one or the other of two boxes fronted by colored cue stimuli. For one group, the nonreinforced cue stimuli were quite dissimilar to the rewarded stimuli with which they were paired. For another, the dissimilarity between each pair was less, and for the last, the two stimuli presented on a trial were identical. It was found that in the subsequent test series, which involved the training stimuli in reversed spatial position, the number of responses to the side previously correct for a given stimulus setting (i.e., patterned responding) increased significantly as the similarity increased."—Author abstract.

7314. Whitehouse, James Milton. (U. Colorado) *The effects of physostigmine and atropine on discrimination learning in the rat.* *Dissertation Abstr.*, 1960 (Apr), 20, 4191.—Abstract.

7315. Wike, E. L., & Barrientos, G. Runway performance as a function of variable deprivation periods. *Psychol. Rep.*, 1960, 6, 37-38.—"Rats ($N = 14$), subjected to food deprivation periods ranging randomly from 18 to 28 hr., ran faster at the asymptote of runway training than control Ss ($N = 14$), which had a constant 23-hr. deprivation period. During training, the variable drive Ss lost significantly more weight."—C. H. Ammons.

7316. Wilkes, William P., & Crowder, William F. (U. Mississippi) Secondary reinforcement with and without control for response facilitation. *J. Psychol.*, 1960 (Jan), 49, 83-86.—Purpose was to compare 2 measures of secondary reinforcement, one of which controlled for facilitation of the response by the reinforcer. 2 experiments were performed, both employing rats in a 2-bar Skinner box. A buzzer was paired with food and was then presented following responses to one of the bars. In both experiments, more responses were made to the reinforced bar, but this could have resulted from facilitation as well as from learning. To control facilitation, the retention of the preference was measured on the day following lever-training, in the absence of the buzzer. No preference for the previously reinforced bar was shown in the retention tests. It appeared that the buzzer was a not strong enough reinforcer to bring about a learned preference between bars. Another group of Ss, which received primary reinforcement (food), did retain the preference for the previously reinforced bar.—Author abstract.

7317. Yarczower, Matthew. (U. Maryland) A classical conditioning test of stimulus predifferentiation. *Dissertation Abstr.*, 1960 (Mar), 20, 3867.—Abstract.

(See also Abstracts 6723(b), 6795, 6879, 6892, 6895, 7009, 7101, 7123, 7126, 7135(a), 7150(a), 7170, 7176(a), 7187, 7531, 7601, 7804, 7808, 8007, 8180)

THINKING & IMAGINATION

7318. Academia Sinica, Institute of Psychology, Division of Industrial Psychology. Some experiences in attempt at promotion of invention and creation. *Acta psychol. Sinica*, 1959, 3(1), 41-49.—The present paper gives an account of a joint study undertaken by the Division of Industrial Psychology and the Hua Tung Switch Factory of Shanghai. It represents some preliminary experiences in applying psychological principles to developing the creative thinking on the part of workers to realize invention and creation. Having undergone a series of hardships and bitter fights, the workers, using a technique of concentrated attacks on a problem, achieved the creation of 140 sets of automatic and semi-automatic dies. As a result, the efficiency of work production has been greatly increased. From the viewpoint of psychology, 3 things must be done in order to promote invention and creation: the analysis of contradictions and the formulation of problems, the use of a "prototype" to stimulate the solution of contradictions, and the advantageous exploration of the chain-reactive nature of creation and invention. In this paper, actions against obstacles to invention and creation are also proposed. They are the removal of "superstition" and inferiority feelings, the study on selection of suitable "prototype" and on breaking

from it, i.e., to remove the confining function of the "prototype," the emancipation for the confining framework of the knowledge of the engaged profession, and the break-up of old work methods and habits. The experiences obtained confirm the following point: An inventive and creative work can be effected by collective efforts, by conceived plans and by concentrated attacks.

7319. Atthowe, John M., Jr. (U. Alabama) Types of conflict and their resolution: A reinterpretation. *J. exp. Psychol.*, 1960 (Jan), 59, 1-9.—"The relationship between decision-making behavior and differing types of conflict was investigated. . . Risk, the relative magnitudes of approach and avoidance outcomes, was postulated to be one of the major dimensions underlying types of conflict. As risk increased, the conflict strength, as defined by decision time, also increased. Rationality was associated with minimal risk, whereas nonrationality was mainly associated with uncertainty (chance taking). Decision time and the rationality of a decision were found to be independent measures of conflict resolution." 19 refs.—*J. Arbit.*

7320. Bakan, Paul. (Michigan State U.) Response-tendencies in attempts to generate random binary series. *Amer. J. Psychol.*, 1960 (Mar), 73, 127-131.—A set of 300 responses, "H" or "T," produced by 70 Ss was analyzed for individual consistency of "alternations, of particular response triplets, and of 'Heads.' . . All of these measures proved to be highly consistent from the first to the second subset (of 150). For the group as a whole there was a tendency to make more alternations than would be expected in a random series."—R. H. Waters.

7321. Bartlett, Frederic. (Cambridge U., England) Some problems of scientific thinking. *Ergonomics*, 1959 (May), 2, 229-238.—Thinking has an anticipatory character called "prediction" or "foresight." Prediction of profitable lines of research and methods are important; the proper place for hypotheses is in later research. Discussion also of "scientific" "sensitivity" and "brainstorming."—B. T. Jensen.

7322. Brown, Nicholas. (Maudsley Hosp., London, England) Attention: A theoretical note. *J. gen. Psychol.*, 1960 (Jan), 62, 103-111.—Methodological considerations and recent work on motor skills and information theory are used to criticize Hebb's and Berlyne's views on attention. A psychological account of attention is attempted.—Author abstract.

7323. Bruner, Jerome S. (Harvard U.) Inhelder and Piaget's The Growth of Logical Thinking: I. A psychologist's viewpoint. *Brit. J. Psychol.*, 1959 (Nov), 50, 363-370.—(see 32: 2716) A constructive evaluation.—C. M. Franks.

7324. Coser, Rose Laub. Some social functions of laughter. *Hum. Relat.*, 1959 (Apr), 12, 171-182.—Within the context of hospitals, humor was found to allow participants to reinterpret their experiences, to entertain, reassure, and communicate. It is suggested that a well-told story may draw people together better than dry lectures. 32 refs.—*M. York.*

7325. Duncan, Carl P. (Northwestern U.) Recent research on human problem solving. *Psychol. Bull.*, 1959 (Nov), 56, 397-429.—Though the research on human problem solving behavior from 1946 to

1957 has been characterized by a variety of problem tasks, diverse taxonomy of behavioral processes, non-dimensionalized variables, and a relative lack of integration of data and theory, several tentative conclusions are apparent. Among these it is suggested that problem solving performance varies as a function of simple sets and a few kinds of complex sets, of level of problem difficulty, of aids toward solution, and of such S variables as sex, age, and reasoning ability. 114-item bibliog.—*W. J. Meyer.*

7326. Gerard, Eugene O. (St. Louis U.) **Subliminal stimulation in problem-solving.** *Amer. J. Psychol.*, 1960 (Mar), 73, 121-126.—Correct, incorrect, and no solutions to problems (supraliminally presented) were shown subliminally in which Kolers' method of metacontrast (see 33: 766) was employed. Contrary to expectation "The number of correct responses was found to be significantly fewer following the subliminal presentation of correct and incorrect solutions than in the control condition."—*R. H. Waters.*

7327. Gyr, John W. (U. Michigan) **An investigation into, and speculations about, the formal nature of a problem-solving process.** *Behav. Sci.*, 1960 (Jan), 5, 39-59.—"Three models concerning the nature of a control system within a human subject have been formulated and tested. The nature of the universe of alternative choices constructed by the subject, the scanning among these, and the effect of experience on the universe have been explored, for normal and fatigue conditions. In the present research attention was restricted to a limited sequence of trials, occurring in the initial stages of the problem solving process. . . . The models which have been described are rather too simple to predict the entire sequence of trials for a given problem."—Author abstract.

7328. Haddad, Raef K. (New York U.) **The effect of distribution of trials on problem solving.** *Dissertation Abstr.*, 1960 (Feb), 20, 3398.—Abstract.

7329. Hayes, J. R., & Smith, Elizabeth C. (USN Research Lab., Washington, D.C.) **Decision-making studies: I. The trade-off of variables in decision making.** *USN Res. Lab. Rep.*, 1960 (Jan), No. 5418. i, 7 p.—Ss were required to make tactical decisions based on 3 variables (speed, distance, and number of airplanes) in a simulated air-defense situation. The experimentally varied factors were: (a) the amount of trade-off required for decision (correlation), (b) the adequacy of the forces available to the decision maker (adequacy), and (c) the form in which the information was displayed (arrangement). The dependent factor was decision time. It was shown that at least some properties of complex decisions can be described without recourse to economic theory.—*R. T. Osborne.*

7330. Henning, Edward B. (Cleveland Museum Art. O.) **Patronage and style in the arts: A suggestion concerning their relations.** *J. Aesthet. art Crit.*, 1960, 18, 464-471.—"Stylistic development occurs . . . through the artistically creative members of the community but the non-productive members (patron groups) decisively affect the survival of traditional styles and the large scale development of new stylistic traits."—*P. R. Farnsworth.*

7331. Hock, Alfred. **Reason and genius: A study in origins.** New York: Philosophical Library, 1960. 138 p. \$3.75.—Written for the general reader. Part I, "Reason," discusses the beginnings of life and briefly traces the history of the development of mind, consciousness, fantasy, and reason; starting from nonliving matter. Part II, "Genius," more fully develops the "energetic" theory of genius, drawing heavily on biographical and literary material. "The determining factor [of genius] is, exclusively, the effort involved in the attainment of a set goal, that is to say: the grand total of energies, the component terms of which sum are the forces of hereditary disposition, of environment, and of individual effort." 106 refs.—*F. N. Arnhoff.*

7332. Il'ina, G. A. (Inst. Psychology, Kiev, Russia) **K voprosu o formirovani muzykal'nykh predstavlenii u doskol'nikov.** [On the formation of musical conceptions in preschool children.] *Vop. Psikh.*, 1959, 5(5), 134-144.—Utilizing 30 musically backward preschool children divided into 3 age groups, an attempt was made to determine experimentally "which elements of a melody find reflection in the auditory conceptions of the child . . . [and] to what degree motor vocal reactions participate in the formation of these auditory images." Among other findings, it is shown that motor reactions are important in differentiating auditory impressions.—*I. D. London.*

7333. Kettner, Norman W., Guilford, J. P., & Christensen, Paul R. (U. Southern California) **A factor-analytic study across the domains of reasoning, creativity, and evaluation.** *Psychol. Monogr.*, 1959, 73(9, Whole No. 479), 31 p.—A number of factors reported previously as operative in reasoning, creativity, and evaluation were investigated in order to verify certain less well confirmed ones and to further clarify their characteristics and improve their measurement. Some 57 tests were selected and adapted to study 11 factors selected. A sample of 200 air cadets served as Ss. The centroid method followed by orthogonal rotation of axes were used in the factor analyses. 20 psychological factors (5 of which were reference factors) were interpreted. 5 new factors found included perceptual classification, education of structural relations, naming abstractions, education of conceptual correlates, and penetration, in addition to some 9 others that had previously been reported. 16 refs.—*M. A. Seidenfeld.*

7334. Lewis, Alan, & Kanareff, Vera T. (U. Delaware) **Use of autocorrelation and uncertainty measures for the analysis of decision behavior.** *USAF WADC tech. Rep.*, 1959 (Aug), No. 59-434. iv, 34 p.—Formulae given for determining autocorrelations and making uncertainty analyses. Examples using binary sequences. 28 refs.—*M. B. Mitchell.*

7335. Maher, Brendan Arnold. (Ohio State U.) **Personality factors and experimental conditions as determinants of rigidity in problem solving behavior.** *Dissertation Abstr.*, 1960 (Feb), 20, 3402-3403.—Abstract.

7336. Maier, Norman R. F. (U. Michigan) **Screening solutions to upgrade quality: A new approach to problem solving under conditions of uncertainty.** *J. Psychol.*, 1960 (Apr), 49, 217-230.—

The screening process is designed to deal with the abundance of solutions people develop by inferences about even a meager supply of facts known about the problem. 4 principles are offered: 2 to screen out obviously unacceptable solutions, and 2 to select from the remainder the ones which are supported by the facts or by agreed upon interpretations of facts. (a) Solutions should be rejected if transferred from other problems. (b) Solutions should be rejected which are supported by facts or by interpretations of facts that are challenged by other members of a group. (c) Solutions founded either upon any of the unchallenged facts or unchallenged interpretations of facts, taken from the problem situation, should be selected for consideration and evaluation. (d) When exceptions to a trend in results can be satisfactorily explained, solutions based upon the trend should be selected for further consideration. Solutions are then evaluated by group discussion for practical considerations, possibility of integration, and acceptability.—Author abstract.

7337. **Matty, Henry Benjamin, Jr.** (Florida State U.) **Sets of probability functions relating solution of a discrimination problem in machine operation to the number of prior trials on an insoluble problem.** *Dissertation Abstr.*, 1959(Dec), 20, 2400.—Abstract.

7338. **Meadow, Arnold; Parnes, Sidney J., & Reese, Hayne.** (U. Arizona) **Influence of brainstorming instructions and problem sequence on a creative problem solving test.** *J. appl. Psychol.*, 1959(Dec), 43, 413-416.—"The experiment was designed to study the effects on creative problem solving of instructions to express solutions without evaluation (brainstorming) and instructions which required only solutions of good quality and which involved a penalty for solutions of bad quality (non-brainstorming). Each S [32 college students] was given two problems which required creative ability, in two testing periods." One was with and one without brainstorming. "Significantly more good solutions were produced under brainstorming. . . . There was no significant difference in the nonbrainstorming performance in the two test periods."—*J. W. Russell.*

7339. **Parsons, Charles.** (Harvard U.) **Inhelder and Piaget's The Growth of Logical Thinking: II. A logician's view point.** *Brit. J. Psychol.*, 1960 (Feb), 51, 75-84.—The 2nd of twin reviews (see 32: 2716; 34: 7323).—*C. M. Franks.*

7340. **Reynolds, George S.** (Harvard U.) **The effects of stress upon problem-solving.** *J. gen. Psychol.*, 1960(Jan), 62, 83-88.—The Thurstone test of the space factor and the mirror-star drawing were subjected to the same stress, an oral report of performance in the bottom 20% of a comparable group. The stress created no difference between the failure and control groups in the space problems. A difference did appear in the mirror-star problem; both groups improved but the failure group significantly less in both time ($p .10$) and errors ($p .001$). Hypotheses are suggested from the data. The stress group's increased motivation increased performance slightly on the single-decision space problems. But the beneficial effects of the motivation are hidden as the stress interferes with the more complex and poorly learned cognitive strategies used in the solution of the mirror-star problem. This interference

increases directly with the complexity of the strategy and inversely with the degree to which it has been learned or solidified.—Author abstract.

7341. **Sidorsky, Raymond Constantine.** (Ohio State U.) **An experimental study of the human as a comparator of visual symbols.** *Dissertation Abstr.*, 1960(Feb), 20, 3407-3409.—Abstract.

7342. **White, Benjamin W.** (Massachusetts Inst. Technology) **Recognition of distorted melodies.** *Amer. J. Psychol.*, 1960(Mar), 73, 100-107.—9 (8 in part of the study) adult Ss were asked to identify passages, distorted by linear and nonlinear transformation, from 10 well-known songs. Linear transformation interfered least, followed by nonlinear, by temporal reversal of the melodies, and finally by those in which only the rhythmic pattern and no melodic information was given.—*R. H. Waters.*

7343. **Wilson, Robert N.** (Harvard U.) **Man made plain.** Cleveland, O.: Howard Allen, 1959. xlvii, 224 p. \$3.75.—An analysis of poetic creativity and the role of poets in American society. A number of well-known poets responded to psychological tests and interviews as part of the study. After an introduction and review of relationships among literature in general, society, and personality, the peculiar contributions of poetry to the understanding of man are discussed. The core of poetry is language, and the poet's meaning and symbolism are multiple. The poet's work is based on exhaustive use of his own personality so that psychologically "the poet is man made plain because no other man explores the self so relentlessly." The author analyzes some of the motives to creative activity, disagreeing on several points with contemporary theories of creativity. A poet must have capacities for experience, for ordering experience, for exploring and using one's own personality, and for using language. Poets have both social and individual roles and relationships, the meanings of which are variously viewed by different poets. The final chapter is devoted to Ezra Pound as a case history of one poet illustrating the many facets of a poetic career.—*F. M. Douglass.*

(See also Abstracts 6852(a), 6909(a), 7134(a), 7175, 7178, 7180, 7435, 7473, 7518, 7551, 7560, 7566(a), 7577, 8157, 8328)

INTELLIGENCE

7344. **Ames, Robert.** (Los Angeles State Coll.) **Relationships between two types of verbal ability.** *Calif. J. educ. Res.*, 1959(Sep), 10, 177-179, 192.—Test performance (L-scale) centiles of the School and College Aptitude Test (SCAT) of 96 college students (CA 20-50) were compared with ratings earned in leaderless group situations involving the discussion of assigned topics. Mean test centiles of high, middle, and low discussion-rated groups were compared. Centile differences were statistically significant: between high and middle, beyond the .01 level; between middle and low, beyond the .05 level; and between high and low, beyond the .001 level. Age and academic status did not appear to be significantly related.—*T. E. Newland.*

7345. **Bligh, H. F.** (World Book Co.) **Concurrent validity on two intelligence measures for young children.** In Edith M. Huddleston (Ed.), *The sixteenth yearbook of the National Council on*

Measurements Used in Education (see 34: 8402). Pp. 56-60.—The Revised Columbia Mental Maturity Scale (CMMS) and the Revised Van Alstyne Picture Vocabulary Test (VAPV) were administered to 90 4-year olds and 106 5-year olds. Intercorrelations between the 2 and between each and the Stanford Binet (1937) are moderately high (.53-.78). In a 2nd study, scores of students in Grades 1-4 received on paper and pencil intelligence tests correlated substantially with scores on the CMMS and VAPV. The author concluded that CMMS and VAPV measure phenomena similar to those measured by other tests of intelligence.—N. M. Chansky.

7346. Burkhardt, Ann; Findley, W., & Fort, G. H. (Atlanta Public Schools, Ga.) **A comparison of determinations of intelligence by individual and group tests.** In Edith M. Huddleston (Ed.), *The sixteenth yearbook of the National Council on Measurements Used in Education* (see 34: 8402). Pp. 184-187.—Using the Stanford Binet (1937) and a group measure of intelligence, the authors found IQs derived from the Binet to be significantly higher for both high (120's) and low (80's) IQ groups.—N. M. Chansky.

7347. Davidson, Robert S., & Longo, Nicholas. (Bryn Mawr Coll.) **Conceptual development reflected in age differences in associations to names and pictures of objects.** *J. genet. Psychol.*, 1960 (Mar), 96, 85-92.—For bright Ss at 3 age levels (10, 14, and 18-21 years) free associations to names and pictures of common objects were timed and recorded. Differences in the latency, heterogeneity, repetition, and types of associative responses were described, and interpreted mainly in terms of conceptual development. Association times decreased with age. Free associations to pictures tended to be more rapid than those to spoken names of the corresponding objects, especially for the 10-year-olds. Heterogeneity of response was as great for the youngest as for the oldest Ss, and repetition did not decrease consistently with age. As the superior child grows older there is a greater improvement in relating and verbally responding to names than to corresponding pictures.—Author abstract.

7348. Estvan, Frank J. (U. Wisconsin) **Studies in social perception: Word productivity.** *J. exp. Educ.*, 1959(Sep), 28, 37-63.—The verbatim responses of 88 Ss to 14 slides were obtained on a tape recorder. Relationships between word productivity and intelligence, grade, and sex were shown. Word productivity was examined as an index of S cooperation, a reflection of the meaningfulness of a situation to the individual and an indicator of the provocativeness of a picture.—E. F. Gardner.

7349. Francesco, E. (P.O. Box 601, Ithaca, N.Y.) **The verbal power test of concept equivalents (VPT).** *J. Psychol.*, 1960(Apr), 49, 213-216.—A new short test of verbal ability is described. The VPT is composed of 63 matched and 42 mismatched pairs of concepts (4-letter words). 2 forms are indicated to be equivalent ($r .86$). The tasks of recognition of matched and mismatched are shown to make independent contribution to the total score. Findings are reported to indicate validity, $r .74$ for both forms with the Stanford Achievement Test, and $r .66$ and $r .70$, respectively, to clinical judgments based on interview and other test scores. The VPT is judged

as efficient in design and performance.—Author abstract.

7350. Guilford, J. P. (U. Southern California) **Three faces of intellect.** *Amer. Psychologist*, 1959 (Aug), 14, 469-479.—An analysis of human intelligence into its components is presented. "The preservation of our way of life and our future security depends upon our most important national resources: our intellectual . . . [and] creative abilities. . . . The discovery of the components of intelligence has been by means of the experimental application of the method of factor analysis." Factors may be classified according to: basic processes or operations (cognition, memory, convergent thinking, divergent thinking, evaluation), material or content (figural, symbolic, semantic), products (units, classes, relations, systems, transformations, implications). Major sections are: The Structure of Intellect, Some Implications of the Structure of Intellect.—S. J. Lachman.

7351. Hook, Marion Emerson. (Ohio State U.) **A factorial analysis of some tests of mental efficiency.** *Dissertation Abstr.*, 1959(Dec), 20, 2375-2377.—Abstract.

7352. Lebo, Dell; Andrews, Robert S., & Lucier, Omer. **The Lowry test: A simple status-free measure of intellectual ability.** *J. appl. Psychol.*, 1959(Dec), 43, 411-412.—The validity of an intelligence test is discussed. "The Lowry Reasoning Test Combination has been found to be relatively free of social status bias and to measure intellectual function. It is easily administered and simply scored and does not depend upon a high level of verbal ability. Variance in concept difficulty is obtained by altering combinations of constructs while keeping the verbal material on a uniformly simple level. Wherever such a discriminative and effective selection device is needed the present writers would recommend that the Lowry test be tried."—J. W. Russell.

7353. Littell, William M. (Claremont Graduate School) **The Wechsler Intelligence Scale for Children: Review of a decade of research.** *Psychol. Bull.*, 1960(Mar), 57, 132-156.—The several aspects of validity, psychometric properties and diagnostic capabilities of the Wechsler Intelligence Scale for Children (WISC) are critically examined. Among the many limitations of the test perhaps the most serious is the lack of an adequate theoretical rationale which makes assessment of validity difficult. On the positive side the standardization of the WISC is relatively good and it correlates consistently well with other measures of intelligence. 76 refs.—W. J. Meyer.

7354. Liverant, Shephard. (Ohio State U.) **Intelligence: A concept in need of re-examination.** *J. consult. Psychol.*, 1960(Apr), 24, 101-110.—The value of intelligence in understanding and predicting behavior is critically discussed. Problems are explored to reevaluate the concepts involved in the term intelligence. 42 refs.—A. A. Kramish.

7355. Mori, Shirgetoshi. (Tokyo Domestic Science Coll., Japan) **Chiteki yūshūji no tokusei ni kansuru kiso kenkyū: I. Hattatsuteki tokuchō ni tsuite.** [Basic study on the characteristics of intellectually gifted children: I. General developmental characteristics.] *Jap. J. educ. Psychol.*, 1959, 7, 131-141.—25 Ss with IQs above 130 by WISC and 25

average Ss were selected from a primary school. By means of questionnaires and tests, these 2 groups were compared on: (a) intellectual characteristics based on scores of WISC subtests; (b) physical and motor development; (c) developmental history; (d) interests, play, and extracurricular activities; (e) learning activity; and (f) educational achievements in school subjects. The gifted group was superior in aiming, heavier in birthweight, earlier in starting to read and write, and more active in extracurricular activities than the average group. English summary.—S. Ohwaki.

7356. Pire, G. Sur le chemin du nombre: Présentation de deux épreuves de contrôle—le "test des jetons" et les "tests Ikonia A." [Developing number concepts: Presentation of two verification tests—the "counters test" and the "Ikonia A tests."] *Enfance*, 1959 (Nov-Dec), No. 5, 473-493.—Urges frequent and early use of concrete materials and kinds of tasks with these materials to foster acquisition of meaningful number relations. Shows how 2 tests may be used to instruct and to verify progress.—S. S. Marzolf.

7357. Rankin, Robert Edward. (Ohio State U.) **Interconcept stimulus similarity and the formation of simple concepts.** *Dissertation Abstr.*, 1960 (Feb), 20, 3406-3407.—Abstract.

7358. Vernon, P. E. (U. London, England) **The assessment of higher intellectual capacities.** *Pedag. Forsch., Nord.*, 1959, No. 3, 129-145.—2nd of 2 lectures delivered at the University of Oslo (see 34: 4049), in which Vernon deals with the assessment of intellectual qualities from the educational standpoint. The comparative merits of essay vs. objective examinations are discussed in the light of relevant research.—L. Goldberger.

7359. Vogel, William. (Clark U.) **Specificity and generality of autonomic functioning: a developmental study.** *Dissertation Abstr.*, 1960 (Jan), 20, 2925-2926.—Abstract.

(See also Abstracts 6730, 6751, 6766(a), 7162, 7628, 7995, 8002, 8003, 8009(a), 8285(a))

PERSONALITY

7360. Abelson, Robert P., & Lesser, Gerald S. **A developmental theory of persuasibility.** In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 167-186.—Degree of persuasibility is defined as the probability that an individual will attempt to produce agreement, on various topics, between himself and various other communicators. Positive or negative reinforcement result from circumstances surrounding the agreement or disagreement. "Positively reinforced instances of agreement or negatively reinforced instances of disagreement tend to increase persuasibility; positively reinforced instances of disagreement or negatively reinforced instances of agreement tend to decrease persuasibility. Low firmness of parental control operates to decrease persuasibility. . . . Firmness of parental control correlates positively with persuasibility. . . . The greater the frequency of control attempts by parents, the higher will be the relationship between firmness of control and persuasibility. . . . Parental acceptance operates to increase persuasibility . . . [and] correlates positively with child per-

suasibility. . . . In young children, persuasibility tendencies toward the parents generalize widely to other communicators; the older the child, however, the greater the differentiation between communicators." For instance, opinions of peers tend to replace opinions of adults in the 11- and 13-year-old groups of boys.—M. B. Mitchell.

7361. Abelson, Robert P., & Lesser, Gerald S. **The measurement of persuasibility in children.** In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155).—Pp. 141-166.—4 measures of persuasibility were used for 1st grade children in several schools: (a) The Persuasibility Booklet was administered by the teacher or E who indicated which of each pair of pictures he preferred, then asked the child to indicate his preference. (b) The Incomplete Stories were read aloud by the E. "Each of the stories describes a situation in which a mother (or father) states a novel opinion or fact, or makes an unusual or ambiguous request of a child. The subject is asked what the child in the story . . . would think or do as a result of the mother's (father's) statements." (c) In the Recorded Opinions measurement, the S is asked his opinion on a subject and answers after listening to tape recordings either of adult male and female comments, "Adult Persuasibility," or by other children, "Peer Persuasibility." (d) Parental questionnaire filled out by parents at home to overcome possible effect of the school situation. In general, on all tests, sex differences were lacking in contrast to differences found in older Ss. Validity of measures of persuasibility checked by correlations between child's and parents' opinions.—M. B. Mitchell.

7362. Bakan, Paul. (Michigan State U.) **Extraversion-introversion and improvement in an auditory vigilance task.** *Brit. J. Psychol.*, 1959 (Nov), 50, 325-332.—40 Royal Navy normal Ss were required to listen to an 80-min. recording of a sequence of digits in order to detect the occurrence of primary signals defined as three successive odd digits which are all different. In a subsequent session the same Ss were required to listen for the primary signal sequences as above (which occurred at the rate of 10 per 16 min.) and, in addition, secondary signals defined as the occurrence of the digit 6 (which occurred about 10 times as frequently as the primary signals). Listening for both primary and secondary signals improved the overall detection of primary signals. Extraverts benefited more by the inclusion of a secondary task than did introverts. Neither neuroticism nor intelligence were apparently related to vigilance performance.—C. M. Franks.

7363. Belenky, Robert Louis. (Columbia U.) **The relationship between accuracy in self perception and the perception of others: A study of estimates of performance on a test of values and a test of aspiration level.** *Dissertation Abstr.*, 1960 (Mar), 20, 3825-3826.—Abstract.

7364. Belmont, Ira, & Birch, Herbert G. (New York Medical Coll.) **Personality and situational factors in the production of rigidity.** *J. gen. Psychol.*, 1960 (Jan), 62, 3-17.—4 problem solving tasks (the Luchins arithmetic and anagram "Einstellung" problems, the 9-dot problem, and a coin arrangement problem) and the group Rorschach test were given to 175 college students. Only 1 S was classifiable

as rigid in all 4 situations. The others showed a wide intertask diversity of rigid and nonrigid patterns on the 4 tasks. Those classified by the Rorschach technique as "better adjusted" tended to perform less rigidly, but a large number of those who were nonrigid were classified as maladjusted. The Rorschach method suggested the existence of a general personality factor contributing to rigidity in problem solving behavior. However, the personality factor was not of sufficient effectiveness to overcome the effects of situational factors. It was concluded that situational demands and personality trends seem to be interacting simultaneously as determiners of behavioral rigidity.—Author abstract.

7365. Bendig, A. W. (U. Pittsburgh) Age differences in the interscale factor structure of the Guilford-Zimmerman Temperament Survey. *J. consult. Psychol.*, 1960 (Apr), 24, 134-138.—100 Ss in different age groups were tested. General Activity, Ascendancy, Sociability, and Masculinity scales showed significant decrease with increasing age. Restraint scale increased with age. Personal Relations showed an irregular increase.—A. A. Kramish.

7366. Bendig, A. W. (U. Pittsburgh) Item factor analysis of the scales of the Maudsley Personality Inventory. *J. psychol. Stud.*, 1960, 11, 104-107.—"The results clearly confirm the hypothesis that the E and N scores of the MPI are measures of two composites of first-order personality factors and that Eysenck's 'extraversion' and 'neuroticism' factors are second-order factors."—M. S. Mayzner.

7367. Bieri, James. (Ohio State U.) A study of the generalization of changes within the personal construct system. *Dissertation Abstr.*, 1960 (Jan), 20, 2898-2899.—Abstract.

7368. Bjerstedt, Åke. (Lund U., Sweden) Könsdifferenser och "status"-differenser på JPQ: En notis. [Sex and status differences in the JPQ: A note.] *Pedag. Forsk., Nord.*, 1959, No. 1, 38-43.—A Swedish adaptation of R. B. Cattell's Junior Personality Quiz (JPQ) was developed and administered to groups of Swedish elementary school children to explore its "relational fertility." In 12 out of a total of 24 comparisons made, significant and meaningful sex differences were found. Significant differences were also found between sociometric high-status and low-status children: high-status Ss scored high on "will control," "socialized morale," and "intelligence"; and low-status Ss scored high on "nervous tension" and "neurotic, fearful emotionality." English summary.—L. Goldberger.

7369. Bjerstedt, Å. Warm-cool color preferences as potential personality indicators: Preliminary note. *Percept. mot. Skills*, 1960 (Feb), 10, 31-34.—"In summarizing several studies [with more than 900 Ss] the author (a) demonstrated that warm colors and cool colors have different 'psychological meanings' (activate different associational themes, etc.); (b) constructed a modification of the Pfister Color Pyramid Technique to obtain a more reliable and useful instrument, 'The Paired Color Pattern Device'; and (c) studied personality correlates of Ss' preferences for warm or cool colors by means of this Paired Color Pattern Device."—C. H. Ammons.

7370. Branson, Jean Wallace. (U. Kentucky) Operant conditioning in humans under conditions

of distraction and lack of distraction. *Dissertation Abstr.*, 1960 (Mar), 20, 3851.—Abstract.

7371. Broen, William E., Jr. (U. California, Los Angeles) Ambiguity and discriminating power in personality inventories. *J. consult. Psychol.*, 1960 (Apr), 24, 174-179.—Item discriminating power is a function of interpretation probability, interpretation discriminating power, and population base rates. 18 refs.—A. A. Kramish.

7372. Campbell, Mary Marjorie. (U. Washington) The primary dimensions of item ratings on scales designed to measure 24 of Murray's manifest needs. *Dissertation Abstr.*, 1960 (Apr), 20, 4161.—Abstract.

7373. Chaney, Marilyn V., & Vinacke, W. Edgar. (U. Hawaii) Achievement and nurturance in triads varying in power distribution. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 175-181.—"... to determine the effect of motivational differences on play in a competitive three-person game where initial strength of participation varies. In each of 20 groups, one member was high in achievement but low in nurturance, one high in nurturance but low in achievement, and one intermediate in both variables. Each group played 12 games, three each of four types of power pattern. Performance was analyzed in terms of coalitions ... and final outcome. ... It is suggested that the person high in achievement employs a strategy, adapted to immediately relevant conditions, that serves to capitalize upon his assets."—G. Frank.

7374. Coan, Richard W., & Cattell, Raymond B. (U. Arizona) The development of the Early School Personality Questionnaire. *J. exp. Educ.*, 1959 (Dec), 28, 143-152.—The construction of 2 equivalent forms of a factored personality questionnaire suitable for group administration to children in the 6-8-year range is described. Correlations between the variables of these questionnaires and those of similar questionnaires designed for high school students were examined to identify and describe the factored content of the variables.—E. F. Gardner.

7375. Cohen, Arthur R. Some implications of self-esteem for social influence. In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 102-120.—Self-esteem, defined as the degree of correspondence between an individual's ideal and actual concept of himself, was measured by a modified Q sort. Several experiments with male students were reviewed. Ss of high self-esteem exerted more influence and perceived that they exerted more influence on their partners when assessing case histories than did Ss of low self-esteem. "... persons of high self-esteem better protect themselves against unfavorable evaluation by becoming unresponsive to the expectations communicated by their group when an unfavorable comparison with others would be likely." A dynamic interpretation comes from a review of studies using the Blacky. "In effect, people of high self-esteem, who appear to be less responsive to outside influence, are also characterized by a preference for ego-defenses which help them to repress, deny, or ignore challenging and conflictful impulses. Individuals with low self-esteem, who are more open to outside influence, show a preference for the more expressive defenses," projection or regression, "being inclined to 'act out' they may be

more dependent upon situations and events."—M. B. Mitchell.

7376. Couch, A., & Kenniston, K. (Harvard U.) **Yeasayers and naysayers: Agreeing response set as a personality variable.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 151-174.—Response set, particularly answering "yes" to questionnaire items, had been considered a general acquiescence tendency and something to be statistically corrected for when analyzing data. The authors postulated that response set is actually a manifestation of a personality type. A questionnaire was devised to measure response set and to distinguish consistent "agreeers" from nonagreeers. Ss' personality was then studied by various objective personality tests (MMPI, Cattell, Thurstone, F. Bass, and Rokeach scales), clinical interview, and a sentence completion test. Resultant personality description of "yeasayers" is offered and findings related to psychoanalytic theory of character formation, particularly anal. 24 refs.—G. Frank.

7377. Däumling, Adolf. **Psychologische Leitbildtheorien.** [Psychological theories of leading pre-conceptions.] *Psychol. Rdsch.*, 1960 (Apr), 11, 92-108.—Personality theories are pointed out which analyze the actions of a person as a function of the preconceptions or images which influence them, among them Adler's, Hippus', Jung's, Klages', and Spranger's personality theories.—W. J. Koppitz.

7378. de Jung, J. E. (United States Department of the Army) **Measurement of accuracy of self-role perceptions.** In Edith M. Huddleston (Ed.), *The sixteenth yearbook of the National Council on Measurements used in Education* (see 34: 8402). Pp. 111-116.—Using the Syracuse Scale of Social Relations, an assessment of a group member's awareness of how he is being rated by his peers on need succorance was made. A tendency toward increasing accuracy in self-role perception was found with increasing age from Grades 5 to 11, with a slight decrease in Grade 12. Within each grade, MA was not found to be related to self-role perception, nor was CA in most grades.—N. M. Chansky.

7379. Dicken, Charles F. (Stanford U.) **Simulated patterns on the Edwards Personal Preference Schedule.** *J. appl. Psychol.*, 1959 (Dec), 43, 372-378.—How susceptible to simulation are scores on the Edwards Personal Preference Schedule (EPPS)? Does he really have a way of reducing ability or tendency of Ss to reflect their views of social desirability in their test scores? 75 students in introductory psychology classes, being tested with the EPPS, and divided into 4 role playing groups, were instructed to deliberately simulate purposes or roles. They did so very effectively. "The consistency score did not discriminate the simulated records. The results were discussed with reference to the failure of the attempted control of the social desirability factor in eliminating the effect of test-taking attitudes, the problem of subtlety, and the validity and practical usefulness of the instrument." 28 refs.—J. W. Russell.

7380. Dowdy, Charles Daniel. (U. Pittsburgh) **An experimental test of Eysenck's and Cattell's theories of extraversion-introversion.** *Dissertation Abstr.*, 1960 (Feb), 20, 3376.—Abstract.

7381. Eysenck, S. B. G. (U. London, England) **Social class, sex, and response to a five-part personality inventory.** *Educ. psychol. Measmt.*, 1960, 20, 47-54.—A factor analytic study was made of the responses of a quota sample of 1000 English Ss to a 5-part 29-item questionnaire. Social class and sex were included in the analysis. 5 factors were extracted accounting for 63% of the variance. Neuroticism, extraversion, and rigidity were confidently identified with nervousness and emotionality tentatively identified. Social class had no significant correlations, but sex resulted in quite high correlations with women tending towards greater emotionality, neuroticism, and introversion.—W. Coleman.

7382. Ford, Leroy H., Jr. (Ohio State U.) **A study of reaction to failure as a function of expectancy for success.** *Dissertation Abstr.*, 1960 (Apr), 20, 4163.—Abstract.

7383. Fordyce, Wilbert E., & Lamphere, Arthur V. (U. Washington) **The control of social desirability in a structured Q-sort on Dependency-Independence.** *Educ. psychol. Measmt.*, 1960, 20, 103-110.—To control the effects of Social Desirability on Dependency-Independence, a structured Q sort was constructed from 225 statements submitted to 68 raters. A final Q sort of 96 items was administered to 3 different hospital groups. Findings indicated no significant relationships between Dependency-Independence and Social Desirability or for these variables with age, education, or IQ estimates.—W. Coleman.

7384. Freides, David. (Lafayette Clinic, Detroit, Mich.) **Toward the elimination of the concept of normality.** *J. consult. Psychol.*, 1960 (Apr), 24, 128-133.—Normative perspectives in personality theory are discussed and criticized. "A truly objective, scientific solution to the problem of defining normality when one is concerned with something more than average existing traits and behaviors, when one seeks to embody in this definition a particular conception of what man may be, is impossible to attain." 31 refs.—A. A. Kramish.

7385. Fulkerson, Samuel C. (USAF School Aviation Medicine) **Individual differences in reaction to failure-induced stress.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 136-139.—"The McKinney Reporting Test and the MMPI were administered to samples of aviation cadets, aircraft commanders, copilots, and ROTC student officers. Two criterion groups representing the extremes in adjustment were selected within each of the military samples. . . . There was an overall-significant tendency among the low adjustment cases for those who shifted toward more accurate performance on the McKinney stress period to answer on the Hy scale . . . like Janet's psychasthenic type, and for those who became more inaccurate to answer like the hysteric. This tendency did not hold for high adjustment cases."—G. Frank.

7386. Gough, H. G. **The adjective check list as a personality assessment research technique.** *Psychol. Rep.*, 1960, 6, 107-122.—"A discussion of the adjective check list as a personality assessment research technique is presented. An interaction diagram based on three sources of information (self, O, and self plus O) and two methods of analysis (empirical and rational) is derived. Research examples of each of the six possible categories are given. A

special application of the check list technique to the study of social stereotypes is described, and a final section provides evidence on the reliability of adjectival reports."—C. H. Ammons.

7387. Grigg, Austin E. Superiority of childhood account over current account for judging current self impressions. *J. indiv. Psychol.*, 1960, 16, 64-66.—"Two groups of naive judges attempted to predict the current self impressions (responses to an adjective check list) of two autobiographers. The postdictions were significantly more accurate ($p = .025$) when based on cues from childhood accounts than when based on cues from current accounts."—A. R. Howard.

7388. Grossack, Martin M. (Grossack Associates, Boston, Mass.) The "Who Am I Test." *J. soc. Psychol.*, 1960(May), 51, 399-402.—A technique for measuring the self-concept in a brief, self-administered projective test is described. Sample protocols for a variety of mental patients are presented, and the theoretical rationale, analysis, previous research, and clinical utility of the instrument are described.—Author abstract.

7389. Janis, Irving L., & Field, Peter B. A behavioral assessment of persuasibility: Consistency of individual differences. In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 29-54.—185 high school juniors were given an initial opinion test consisting of 3 questions on each of 5 controversial topics. Immediately afterwards they read a booklet containing comments pro or con each of the topics and again answered the questions from the initial questionnaire. A week later Ss were given another booklet containing opposite viewpoints on each topic and again answered the same questions. Strong positive relationships were found between changes in opinion on unrelated topics and "also a strong positive relationship between changes in opinion following opposing communications on the same topic. The factor analysis yielded two common persuasibility factors that were positively correlated." Little relationship was found between self-ratings on susceptibility to social influence and persuasibility test scores.—M. B. Mitchell.

7390. Janis, Irving L., & Field, Peter B. Sex differences and personality factors related to persuasibility. In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 55-68.—The Persuasibility Test scores of 96 female high school Ss were significantly higher than those of 86 male high school Ss. No significant relationship found between Otis IQ and Persuasibility Test scores for either sex. No significant correlations between Persuasibility Test scores and any of 9 self-rating personality clusters for the female Ss. Male Ss had low but significant correlations between Persuasibility test scores and self-ratings on feelings of social inadequacy, social inhibitions, richness of fantasy, and argumentativeness. Self-ratings on test anxiety, suspiciousness, obsessive-compulsive symptoms, and neurotic anxiety symptoms were not significantly correlated with Persuasibility Test scores for either sex.—M. B. Mitchell.

7391. Jones, Robert Eugene. (Ohio State U.) Identification in terms of personal constructs. *Dissertation Abstr.*, 1959(Dec), 20, 2384.—Abstract.

7392. Keimowitz, Robert I., & Ansbacher, Heinz L. Personality and achievement in mathematics. *J. indiv. Psychol.*, 1960, 16, 84-87.—California Psychological Inventory results with 56 8th-grade boys (29 mathematics overachievers and 27 underachievers) are consistent with Adler's view about personality and mathematical achievement in children.—A. R. Howard.

7393. Khan, Lillian. (U. Southern California) Factor analysis of certain aptitude and personality variables. *Dissertation Abstr.*, 1960(Jan), 20, 2889-2890.—Abstract.

7394. Korman, Maurice. (U. Texas, Southwestern Medical School) Implicit personality theories of clinicians as defined by semantic structures. *J. consult. Psychol.*, 1960(Apr), 24, 180-186.—Psychiatrists, social workers, psychology trainees, and PhD psychologists were used to investigate personality theories. Semantic structures were used to reflect interrelationships of meanings.—A. A. Kramish.

7395. Knapp, R. R. The effects of time limits on the intelligence test performance of Mexican and American subjects. *J. educ. Psychol.*, 1960(Feb), 51, 14-20.—To test the hypothesis that the influence of time limits on intelligence test performance may differentially affect scores of Ss from disparate cultural backgrounds, the Cattell Culture Free Intelligence Test was administered to 100 male Mexican citizens entering this country and 100 male American job applicants at an aircraft plant. 2 forms of the test were administered in a counter-balanced manner, both with the time limits prescribed in the test manual and under untimed conditions. From an analysis of variance it was found while both Mexican and American Ss scored higher under untimed conditions, the difference was significantly greater for the Mexican Ss. The possibility that the differential effect of test condition was produced by differences in intellectual level between the 2 samples was not supported by available data. Test score increases from 1st to 2nd administrations were not significantly greater for Mexican than for American Ss, indicating that the differential effect of test conditions was probably not due to differences in test sophistication.

7396. Krug, Robert E., & Northrup, Doris. (Carnegie Inst. Technology) Judgment time for forced-choice adjective pairs. *J. appl. Psychol.*, 1959(Dec), 43, 407-410.—In constructing forced-choice items for paper and pencil personality inventories, is it better to ask for the least or most descriptive phrase for negative items? 2 sets of 20 forced-choice pairs were tried on 2 groups of 32 college students. One group was asked to give the least descriptive response, the other the most descriptive. "The reputed resistance to unfavorable alternatives does not appear. . . . In a limited sense, it would be preferable to use one (either most or least) rather than two types of response, given variance in PI discrepancy. The adequate solution is to have no such variance."—J. W. Russell.

7397. Lambert, Nina Weingarten. (Cornell U.) An experimental study of benevolence and malevolence. *Dissertation Abstr.*, 1960(Mar), 20, 3856.—Abstract.

7398. Lasswell, Harold D. Political constitution and character. *Psychoanal. psychoanal. Rev.*, 1959,

46(4), 4-18.—The stability of the constitution depends upon the molding of the appropriate form of character. The source of failure in character-molding is in the older generation. Slackness in living up to the ideal character type fosters anxiety. Anxiety levels must be maintained at a stable magnitude if educational and selection practices are to produce a uniform result through time. Personality systems vary in the degree to which they are self-perpetuating in the family and in other institutions. Personality forms appearing to perpetuate themselves with high frequency are compulsives, anxiety neurotics, and aloof schizoids. Domineering persons expressing varied affects are likely to perpetuate the passive-aggressive and the domineering pattern. Bureaucracy appears to be congenial to compulsives. The formalistic intellectual finds hierarchical systems congenial. The optimal requirements of free government and free enterprise in a dynamic industrial society are imperfectly understood and require study now.—D. Prager.

7399. Lemcke, Frances Enid Smith. (Ohio State U.) Some aspects of change process in personal construct systems. *Dissertation Abstr.*, 1960(Apr), 20, 4174-4175.—Abstract.

7400. Lesser, Gerald S., & Abelson, Robert P. Personality correlates of persuasibility in children. In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 187-206.—One measure of self-esteem correlates negatively with persuasibility for 81 1st-grade boys but insignificantly for 57 1st-grade girls. Both manifest aggressiveness and need for aggression correlates negatively with persuasibility for 1st-grade boys but not for the girls. "For boys, a significant positive correlation exists between Teacher Persuasibility and social isolation. No significant relationships are found for girls." Boys, but not girls, tend to select friends with the same degree of persuasibility. The sex differences may be due to cultural training regarding the sex role but this conclusion is highly tentative.—M. B. Mitchell.

7401. Levonian, Edward; Comrey, Andrew; Levy, William, & Procter, Donald. (U. California, Los Angeles) A statistical evaluation of Edwards Personal Preference Schedule. *J. appl. Psychol.*, 1959(Dec), 43, 355-359.—What is the nature of the factor structure of the Edwards Personal Preference Schedule (EPPS)? Edwards supplied 360 sets of responses from 1509 cases used in original normative sample. 15 factor analyses were made. "The results of these analyses revealed an unexpectedly large discrepancy between what the PPS is designed to measure and the actual item factorial content. . . . In the opinion of the authors the failure of the EPPS to give the expected factor results stems from: (a) using the same item statement in several different items, (b) scoring the same item on two scales, and (c) using the forced-choice item form with equated social desirability of the item statements."—J. W. Russell.

7402. Lingo, James C. (Michigan State U.) MMPI factors of the Harris and the Wiener subscales. *J. consult. Psychol.*, 1960(Feb), 24, 74-83.—A 2-factor and multifactor hypotheses of the MMPI was tested. The MMPI shows "multidimensional potential." 28 refs.—A. A. Kramish.

7403. Linton, Harriet, & Graham, Elaine. Personality correlates of persuasibility. In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 69-101.—52 male college freshmen, 85% Jewish, were given a 3-item opinion-change test. On the basis of answers to 2 of these 3 items, Ss were classified as changers, non-changers, or negative changers. These 3 groups were compared with respect to their responses to: an auto-kinetic situation, the Tilting-Room Tilting-Chair test, Witkin version of the Embedded-Figures Test, an inner-directed vs. other-directed questionnaire, items from the authoritarian personality questionnaire (anti-Semitic items omitted), a personality questionnaire, human figure drawing, and Rorschach. "... persuasibility is not an isolated phenomenon, but is rather the product of certain underlying attributes of the personality. Personality patterns apparently make a person more or less susceptible to influence in a wide variety of situations, whether the influence arises from the structure of the external field, from another person, or from a written communication."—M. B. Mitchell.

7404. Loomis, Helen Kornfeld. (New York U.) Ambivalence and ambiguity: A study of consistencies of conflict resolution. *Dissertation Abstr.*, 1960(Feb), 20, 3381.—Abstract.

7405. Mandel, Rudolf. Die Aggressivität bei Schülern. [Aggressiveness in school boys.] Bern, Switzerland: Hans Huber, 1959. 115 p. Fr. 14.—Instances of aggressive behavior in a group of 37 boarding school boys, aged 10-16, were recorded systematically over a 9-month period. Classification of the different types of aggression was followed by a factor analysis, yielding 4 factors in aggression: enmity, proximity of others, inhibition or control, and dominance drive. Aggression was also related quantitatively and qualitatively to position in the sociogram and to situational frustration. Some of the conclusions: aggression is not only a reaction to frustration (factor of enmity), but may also arise spontaneously (factors of dominance drive and need for contact with others). Aggressive behavior is usually directed downward in the "pecking order," except for teasing and insolence. 69 refs.—D. F. Mindlin.

7406. Mann, John H. (New York U.) The relation between role playing ability and interpersonal adjustment. *J. gen. Psychol.*, 1960(Apr), 62, 177-183.—48 Ss were randomly selected from a graduate course in Education. These Ss were assigned to 8-man groups which were given a situational test at the beginning and end of the experiment. For the major portion of the study the Ss engaged in group-centered role playing. Measures of role playing ability and interpersonal adjustment were obtained in the situational test and in the role playing groups. The analysis of the data supported the conclusion that there is a relation between role playing ability and interpersonal adjustment. Evidence was also obtained for a relationship between change in role playing ability and change in interpersonal adjustment.—Author abstract.

7407. Mees, Hayden LeRoy. (U. Washington) Preliminary steps in the construction of factor scales for the MMPI. *Dissertation Abstr.*, 1960 (Jan), 20, 2905.—Abstract.

7408. Merenda, P. F., & Clarke, W. V. (Walter V. Clarke Associates, East Providence, R.I.) **Multiple inferential selves of male and female college students.** *J. psychol. Stud.*, 1960(May-Jun), 11, 206-212.—A special multiple concept version of the Activity Vector Analysis was administered to a college sample of 47 males and 22 females. The self-concepts measured were: social self, basic self, perfect person, father, mother, and ideal college student. Findings were that while some differential self-perceptions were noted between males and females, they displayed considerably more agreement in their choice of self-report adjectives as to whether they applied or did not apply in describing these 6 self-concepts.—*M. S. Mayzner.*

7409. Morgenstern, Frances Barzilay. (New York U.) **The effect of an experimental situation involving failure and disparagement on certain features of children's figure drawings.** *Dissertation Abstr.*, 1960(Feb), 20, 3403-3404.—Abstract.

7410. Neiditch, Samuel J. (Florida State U.) **The differential effect of experimentally induced failure upon a hospital and nonhospital population.** *Dissertation Abstr.*, 1959(Dec), 20, 2389.—Abstract.

7411. Patterson, Howard Roscoe. (North Texas State Coll.) **The relationship between personality traits and preferences for instructional methods.** *Dissertation Abstr.*, 1960(Jan), 20, 2906.—Abstract.

7412. Pearson, Wayne Orlando. (Cornell U.) **The relationship between item difficulty and interitem correlation in the Minnesota Multiphasic Personality Inventory and the Guilford-Zimmerman Temperament Survey.** *Dissertation Abstr.*, 1960(Apr), 20, 4177-4178.—Abstract.

7413. Roberts, Alan H., & Herrmann, Robert S. **Dogmatism, time perspective, and anomie.** *J. indiv. Psychol.*, 1960, 16, 67-72.—Results with high- and low-scoring Ss on the Rokeach Dogmatism Scale indicate that "high dogmatics tend to have imbalanced rather than future-oriented time perspectives, compared to low dogmatics, and in view of their greater anomie can be said to be disturbed not only with regard to the present, but also the future."—*A. R. Howard.*

7414. Sauté, George DeWitt. (U. North Carolina) **Accuracy of psychomotor performance as a function of instructions, expression-repression, and anxiety.** *Dissertation Abstr.*, 1960(Jan), 20, 2908.—Abstract.

7415. Sauté, Lois. (U. North Carolina) **Judge personality and favorability biases in interpersonal predictions.** *Dissertation Abstr.*, 1960(Mar), 20, 3843-3844.—Abstract.

7416. Seeman, Julius. (George Peabody Coll.) **Toward a concept of personality integration.** *Amer. Psychologist*, 1959(Oct), 14, 633-637.—A central idea in thinking about effective behavior is "organismic integration" which suggests an inclusive phenomenon and suggests also "some form of interaction which takes place among subsystems of the organism—more specifically, an interaction which is adaptive or self-enhancing." Personality integration "is a many vectored thing, that is defined by events which go on within a variety of specific behavioral planes within the organism." Systems are grouped

"on a continuum ranging from microcosmic to macrocosmic, or from molecular to molar, or even from the inside of the organism out. . . . The model covers events from a single heartbeat to the behavior of peoples. . . . The variables tentatively identified as relevant to personality integration include stability, high environmental contact, high internal communication, and affective complexity."—*S. J. Lachman.*

7417. Silverman, Morton. (Syracuse U.) **The relation of ego control to overt and fantasy aggression.** *Dissertation Abstr.*, 1960(Jan), 20, 2908-2909.—Abstract.

7418. Smith, Philip A. (System Development Corp., Santa Monica, Calif.) **A factor analytic study of the self-concept.** *J. consult. Psychol.*, 1960(Apr), 24, 191.—Further support is given to findings that show poor correspondence between different tests of self-concept and external criteria of adjustment. The self-concept has factorial structure.—*A. A. Kramish.*

7419. Smucker, Leonard LeRoy. (U. Southern California) **Human encounter, personality types, and implicit theories of personality.** *Dissertation Abstr.*, 1960(Mar), 20, 3873.—Abstract.

7420. Spiegel, L. A. **The self, the sense of self, and perception.** *Psychoanal. Stud. Child*, 1959, 14, 81-109.—Discussion of disturbances of self-feeling, concepts of the self, perception of the self, constancy of frame of reference, and constancy of internal perception.—*D. Prager.*

7421. Suinn, Richard Michael. (Stanford U.) **The relationship between self-acceptance and acceptance of others: A learning theory analysis.** *Dissertation Abstr.*, 1960(Mar), 20, 3846-3847.—Abstract.

7422. Tresselt, M. E. (New York U.) **Perceived age differences and the influence of value systems.** *J. psychol. Stud.*, 1960(May-Jun), 11, 213-214.—"An experiment was devised to test whether pictures of college students would reflect the perceiver's own value scale more than pictures of older persons who may be considered to be distant from the category of similarity in age. The results indicate no difference between the values attributed to the old age group and the same age group. The low values are still being used to describe the stimuli, so apparently psychological distance in age is not the explanation for the prediction of low values rather than high ones."—*M. S. Mayzner.*

7423. Usdansky, George, & Chapman, Loren J. (U. Chicago) **Schizophrenic-like responses in normal subjects under time pressure.** *J. abnorm. soc. Psychol.*, 1960(Jan), 60, 143-146.—"It was hypothesized that the conceptual performance of normal Ss working under time pressure would deteriorate as a result of an increase in associative intrusions, and would thus more nearly resemble the performance of schizophrenics. Twenty-eight Ss were given a conceptual card sorting task in which for each sorting choice there were three alternatives, one of which was the correct conceptual response, one an associative distracter, and one which was neither, called . . . the irrelevant response. . . . increasing the speed of response produced an increase in a schizophrenic-like kind of error."—*G. Frank.*

7424. Van der Veen, Ferdinand, & Fiske, Donald W. (U. Chicago) **Variability among self-ratings in different situations.** *Educ. psychol. Measmt.*, 1960, 20, 83-93.—"The difference between self-ratings made after participation in two group problem-solving sessions was found to vary with the trait rated: traits referring to what the subject did in the session varied more than traits referring to general impressions." Variability measures had low inter-correlations "unless the measures are derived from responses with highly similar constraints.... When a self-rated disposition is of above average strength, its variability is negatively related to its strength."—W. Coleman.

(See also Abstracts 6730, 6813, 6823, 6844(a), 6933, 7138, 7162, 7173, 7175, 7187, 7282(a), 7294(a), 7335, 7471, 7527(a), 7528, 7532, 7536, 7578(a), 7585(a), 7626, 7634, 7953(a), 8101, 8310(a), 8510)

AESTHETICS

7425. Arnheim, Rudolf. **Information theory: An introductory note.** *J. Aesthet. art Crit.*, 1959, 17, 501-503.—The paradox that while the artist assumes that completely organized patterns yield information, the information theorist holds that they offer no information. There is some hope for benefits to be derived from this approach, but caution is needed.—P. R. Farnsworth.

7426. Attneave, Fred. **Stochastic composition processes.** *J. Aesthet. art Crit.*, 1959, 17, 503-510.—By stochastic composition processes one can arrive at visual designs similar to those seen in primitive basketry. It is held that the use of these processes can lead not only to a new art work in the style of some artist but that new styles may eventually be created.—P. R. Farnsworth.

7427. Barchilon, Jacques. **"Beauty and The Beast": From myth to fairy tale.** *Psychoanal. psychoanal. Rev.*, 1959, 46(4), 19-29.—The original source of the French fairy tale, "Beauty and the Beast," was the myth of "Cupid and Psyche of Apuleius." In the myth Cupid is to betray his mother in order to fall in love with Psyche. When Cupid ravishes Psyche he becomes in part the beast that is her father. Psyche's sisters encourage her to slay her husband. Her crisis was a crisis of adolescence at the threshold of womanhood. The French fairy tale tells in refined prose how the Beast kindly and patiently wins the heart of Beauty and seeks to marry her. Brutality is avoided. The fairy tale reconciles the conscious with the unconscious.—D. Prager.

7428. Brown, Keith C. (McGill U.) **Hemlock for the critic: A problem in evaluation.** *J. Aesthet. art Crit.*, 1960, 18, 316-318.—The author describes the predicament the critic will be in if movies, TV, concerts, and other artistic performances are subjected to successful "subliminal advertising."—P. R. Farnsworth.

7429. Elliott, Eugene Clinton. (U. Washington) **Some recent conceptions of color theory.** *J. Aesthet. art Crit.*, 1960, 18, 494-503.—The term "color theory" here refers to the "artist's manner of using color in relation to line and the part color is to play in the total conception of the painting." 3 dif-

ferent approaches to the relation of color to line are: colored linear composition, "adjustment" of color to line or line to color in reference to a 3rd term, and composition by means of color. The article discusses the principle of simultaneous contrast and how its use in abstract painting since 1912 has provided the foundation of color practice.—P. R. Farnsworth.

7430. Heninger, S. K., Jr. (Duke U.) **A Jungian reading of Kubla Khan.** *J. Aesthet. art Crit.*, 1960, 18, 358-367.—There was an earlier Jungian analysis of this work by Maud Bodkin (see 9: 1910), but Heninger comes to somewhat different conclusions.—P. R. Farnsworth.

7431. Heyl, Bernard C. (Wellesley Coll.) **"Relativism" and "objectivity" in Stephen C. Pepper's theory of criticism.** *J. Aesthet. art Crit.*, 1960, 18, 378-393.—The author accepts Pepper's terms "cultural relativity" and "absolutism." However, he finds the Pepper use of "individual relativity" and "biological relativity" misleading. Heyl supports what he terms a theory of "relativism."—P. R. Farnsworth.

7432. Hovey, Richard B. (Western Maryland Coll.) **Psychiatrist and saint in The Cocktail Party.** *Lit. Psychol.*, 1959, 9, 51-55.—Eliot does not succeed in making us believe in the saintliness of Celia because he lacks understanding of the meaning of mature love in the psychoanalytic sense. Without this concept he cannot present Christian love adequately, since he cannot establish a connection between a healthy self-love and a healthy love of another, or others, as in the Christian admonition, "Thou shalt love thy neighbor as thyself." In his later play, *The Elder Statesman*, however, he apparently sees that a secular love of another will lead to "salvation."—L. B. Fraiberg.

7433. Klaf, Franklin S. **Night Song: Nietzsche's poetic insight into the psychotic process.** *Psychoanal. psychoanal. Rev.*, 1959, 46(4), 80-84.—"Nietzsche, with the deep insight of the creative artist, presents a remarkable portrayal of his own suffering that is in close accord with the psychoanalytical description of psychosis." 15 refs.—D. Prager.

7434. Kraehenbuehl, David, & Coons, Edgar. **Information as a measure of the experience of music.** *J. Aesthet. art Crit.*, 1959, 17, 510-522.—Applications of information theory are first made to the understanding of 3- and 4-event patterns in music. Later the theory is used on simultaneous musical events, particularly the major and minor triads on the Root C, and 7th chords.—P. R. Farnsworth.

7435. Leake, Chauncey D. **Our unbalanced biad.** *J. Franklin Inst.*, 1960 (May), 269, 355-361.—"The value to intellectual balance of the long-respected Greek triad relating logics, ethics and aesthetics is advocated as preferable to the academic trend towards narrowing this traditional triad into the 'biad' of the sciences and humanities. Evidence in current affairs is cited to indicate the deterioration of philosophy and ethics in modern social relationships and to lend support to the contention that a balanced 'biad' is in unstable equilibrium—ethics is lacking to stabilize the balance."—M. C. Benton.

7436. Longman, Lester D. (U. California, Los Angeles) **Criteria in criticism of contemporary**

art. *J. Aesthet. art Crit.*, 1960, 18, 285-293.—A plea to "re-examine the adequacy of the criteria of originality, contemporaneity, and irrationality by which we judge the merits of contemporary art."—P. R. Farnsworth.

7437. Meyer, Leonard B. Some remarks on value and greatness in music. *J. Aesthet. art Crit.*, 1959, 17, 486-500.—The excellence of a composition depends on its syntax, and this can to a degree be measured with the aid of information theory since uncertainty is related to deviation and information. Greatness, on the other hand, transcends the syntactical. It concerns "another order of value in which self-awareness and individualization arise out of the cosmic uncertainties that pervade human existence."—P. R. Farnsworth.

7438. Munro, Thomas. (Western Reserve U.) Evolution and progress in the arts: A reappraisal of Herbert Spencer's theory. *J. Aesthet. art Crit.*, 1960, 18, 294-315.—The weak and strong points of Spencer's theory are listed, especially as they refer to the history of aesthetics. The essay is taken from a forthcoming book, *Evolution in the Arts: A Study in the Philosophy of History*.—P. R. Farnsworth.

7439. Munro, Thomas. (Cleveland Museum Art, O.) The Marxist theory of art history. *J. Aesthet. art Crit.*, 1960, 18, 430-445.—The Marxist approach is distinguished from other "sociological" approaches and is contrasted with the Freudian approach.—P. R. Farnsworth.

7440. Prokof'ev, G. P. (Moscow, Russia) *Obraz muzykal'nogo proizvedeniia i ego voploshchenie ispolnitelem*. [The image of musical performance and its projection by the performer.] *Vop. Psikh.*, 1959, 5(5), 59-70.—Creative performance and at the same time preservation of a composer's ideas constitute a problem which is solved by musical performers in different ways. The underlying process behind the execution of musical pieces by different groups of performers is analyzed. The factors operating for or against the full development of the "co-creative potentialities" of performers are elucidated.—I. D. London.

7441. Sweeney, James Johnson. (S. R. Guggenheim, Museum, NYC) New directions in painting. *J. Aesthet. art Crit.*, 1960, 18, 368-377.—The vocabulary of painting is constantly being refreshed in the search for an art structure that combines a unity of general form with a variety of elements. A contemporary painting is "primarily and predominantly interesting for itself, and only minimally for its associations." The world the present-day artist is creating "is essentially and inescapably out of his inner self."—P. R. Farnsworth.

7442. Ten Doesschate, G. (Utrecht, Netherlands) Was Cézanne a forerunner of Luneburg? *Ophthalmologica*, 1959 (Dec), 138, 456-458.—Some of Cézanne's landscapes show a relative enlargement of objects in the background when compared to photographs of the same motif. This peculiarity caused J. S. Friedenwald to conjecture that a connection existed between the problems which both Cézanne and Luneburg tried to solve. This conjecture is not supported by the author. He feels that Cézanne deliberately magnified distant objects rather than portray them smaller in size as they appear in photographs and perspective paintings.—K. M. Newman.

7443. Wakeman, Mary K. (Cornell U.) Dynamics of the tragic catharsis. *Lit. Psychol.*, 1959, 9, 39-41.—Tragedy is dependent not simply on the free discharge (Aristotle's purgation) of the emotions of pity and fear, but on their controlled and directed discharge. Freud's idea that pleasure in tragedy consists in the reduction of excitation and consequently in tension may be extended to include "the saving of that energy ordinarily employed in guarding against excessive stimulus." This gives us a feeling of power which is the chief source of the pleasure felt in tragedy.—L. B. Fraiberg.

7444. Wertheim, N., & Botez, M. I. (Bucharest, Romania) Plan d'investigation des fonctions musicales. [Investigatory scheme of musical functions.] *Encephale*, 1959, 48, 246-254.—Musical functions are categorized for purposes of future research on these functions. A typology is proposed which is based on the suggested tests. The types are: (a) musical persons without theory and training; (b) professional musicians without theory; (c) dilettante musicians with theory and training, and professionals with theoretical background; and (d) completely unmusical persons.—W. W. Meissner.

(See also Abstracts 6790(b), 6791(b) 7435)

DEVELOPMENTAL PSYCHOLOGY

7445. Archibald, Herbert C., & Thompson, Clare W. (VA Mental Hygiene Clinic, Oakland, Calif.) The span of human development. *J. Psychol.*, 1960 (Jan), 49, 155-163.—Our thesis is that developmental psychology should not stop at puberty. Developmental methodology has been applied to intelligence, perception, motor development, learning, and genetic research. However, an experimental approach to the problems in this area has been minimal. Theories in the most part have been borrowed from clinical and animal psychology. The value judgments implied in using "development" to a certain point and then "decline" present a semantic fallacy. Growth is considered as a phenomenon of universal significance. Emotional growth is not confined to characteristics considered admirable by our society. Adjustive activity tends to become gradually less direct and more complex. Maturity is seen as the overcoming of such "negative factors" as mistrust and shame. These factors are as much a part of the developmental process as are the positive factors. Which concept, development or learned behavior, is applicable in a given instance?—Author abstract.

7446. Bibring, G. L. Some considerations of the psychological processes in pregnancy. *Psychosom. Stud. Child*, 1959, 14, 113-121.—Pregnancy is a crisis period involving profound psychological changes. Pregnancy effects all expectant mothers in ways that profoundly affect the early mother-child relationship. A research project for the study of normal and abnormal psychological processes in pregnancy and in what way they influence the attitude of the mother was begun in 1955 with a view to better preventive psychiatric management of pregnancy.—D. Prager.

7447. Botwinick, Jack; Robbin, Joseph S., & Brinley, Joseph F. (National Inst. Mental Health, Bethesda, Md.) Age differences, in card-sorting

performance in relation to task difficulty task set, and practice. *J. exp. Psychol.*, 1960 (Jan), 59, 10-18.

—Card-sorting speed decreased with increased age, task difficulty, task complexity, and changed task set. Task complexity tended to make for disproportionate slowing of card-sorting performance in the elderly. Rate of improvement in speed of sorting was greatest with the most difficult and complex task. Age differences were not found in rate of improvement or learning. Level of education was not related to card-sorting speed. Results discussed in the context of age differences in perceptual and cognitive functioning.—*J. Arbit.*

7448. Burns, Robert W. (Rutgers U.) **Pragmatism and the science of behavior.** *Phil. Sci.*, 1960 (Jan), 27, 58-64.—The asserted disjunction between behaviorism and Gestalt field psychology rests upon a methodological distinction in treatments of stimulus and mediating variables. In the absence of partial differential equations in psychological descriptions, there is no basis for distinguishing between mechanistic and field theories as is done in physics. The argument of determinism is basic to all psychological descriptions, and "the causal order in human behavior is most likely to be profitably described, predicted, or explained by the methods of modern behaviorism."—*M. B. Turner.*

7449. Cobb, Stanley. **Brain and personality.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 938-939.—Lack of relationship between the brain of *Homo sapiens* and his personality is considered from an evolutionary standpoint.—*N. H. Pronko.*

7450. Denenberg, Victor H., & Karas, George G. (Purdue U.) **Effects of differential infantile handling upon weight gain and mortality in the rat and mouse.** *Science*, 1959 (Sep), 130, 629-630.—"Animals were handled during ages 1 to 10, 11 to 20, or 1 to 20 days, or were nonhandled controls. Animals handled for 20 days weighed the most in adulthood, while the controls weighed the least. Animals handled on days 1 to 10 survived food and water deprivation the longest of any group. Mice handled for 20 days died earlier than controls, while the reverse was true for the rat." A table of results is presented. "Denenberg has suggested that the effect of infantile handling is to stress the organism, and this stress acts to reduce the animal's responsiveness to later stressing agents. . . . Within each species the present results are consistent with this hypothesis, but it is apparent that the age during which the organism is stimulated is another critical parameter."—*S. J. Lachman.*

7451. Forgy, Edward William. (U. Oregon) **Development and evaluation of an empirical pattern-scoring method for prediction.** *Dissertation Abstr.*, 1960 (Apr), 20, 4183-4184.—Abstract.

7452. Hess, Robert D. (U. Chicago) **Parents and teenagers: Differing perspectives.** *Child Stud.*, 1959-60, 37(1), 21-23.—About 32 adolescents and their parents had personal interviews and answered some written questions. The youngsters first described themselves and their parents and then marked questionnaires as they thought their parents would fill them out. The procedure was reversed with the parents. Both groups agreed in their descriptions of teenagers, describing them in moderately favorable terms. Yet the teenagers felt their parents would

underrate them and the parents felt the teenagers would overestimate their own capabilities and maturity. On every item, teenagers rated parents far higher than parents rated themselves. "An important answer (in this apparent lack of communication and understanding) may lie in the very different meaning that teenage behavior has for the two generations." Teenagers (the novices) are more concerned with the immediate problems of maturing. Parents have long-range perspectives and tend to forget the real tensions of adolescence. "As the adolescent attempts to redefine himself, to move toward autonomy and establish an adult identity, his tendency to overestimate adult competence may prove a useful spur. But his feeling that adults devalue his achievements and depreciate his efforts . . . [can] complicate the task of learning and internalizing adult roles."—*C. Epstein.*

7453. Shu-chien, Wu. **Notes on universal laws of human psychological activities.** *Acta psychol. Sinica*, 1959, 3(1), 32-40.

7454. Soskin, Robert Albert. (Washington U.) **The effect of early experience upon the formation of environmental preferences in the albino rat.** *Dissertation Abstr.*, 1960 (Mar), 20, 3821.—Abstract.

(See also Abstracts 6719, 7003, 8007)

CHILDHOOD & ADOLESCENCE

7455. Amatora, Mary. (St. Francis Coll., Fort Wayne) **Interests of pre-adolescent boys and girls.** *Genet. psychol. Monogr.*, 1960 (Feb), 61, 77-113.—Data were gathered from 12 schools located in 10 states widely distributed in the United States. 90% of the interests fell into 10 categories. The total strength of each interest category, taking degree of choice into account, was determined by the preparation of weighted scores. These interest categories varied in intensity with age and sex, and recurred in all parts of the United States. The 10 categories were Things Owned, Good Life, Vocation, Relatives, Travel, School, Pets, Money, Education, and Health.—*Author abstract.*

7456. Amos, Iris Elizabeth. (Louisiana State U.) **Delayed response performance at three years of age among children with anoxic and nonanoxic experiences at birth.** *Dissertation Abstr.*, 1960 (Jan), 20, 2882.—Abstract.

7457. Bandura, Albert, & Walters, Richard H. **Adolescent aggression: A study of the influence of child-training practices and family interrelationships.** New York: Ronald, 1959. iii, 475 p. \$7.50.—A research report on the origins of antisocial behavior of 26 adolescent boys. Each boy and a matched control were given an intensive interview and a TAT-like projective test. The parents of all boys were similarly interviewed to determine their attitudes about, and how they actually handled, problems relating to dependency, aggression, and sex as they arose from day to day. The theoretical frame of reference and concepts derive from learning theory. An overview provides an account of the basic differences between the groups and how they developed. Appendices show the interview schedules and rating scales together with the 10 figures of the projective test.—*H. H. Weiss.*

7458. Bayley, Nancy, & Schaefer, Earl S. (National Inst. Mental Health, Bethesda, Md.) **Relationships between socioeconomic variables and the behavior of mothers toward young children.** *J. genet. Psychol.*, 1960 (Mar), 96, 61-77.—Previously developed ratings of maternal behavior, based on the records of a longitudinal growth study of 56 normal children, have been analyzed according to the socioeconomic status of the children's parents. In general, this analysis of observed maternal behavior confirms findings from other studies based on interviews about child-rearing practices. From the total group there was a tendency for the mothers of higher socioeconomic status to be more warm, understanding, and accepting, and for those of lower status to be more controlling, irritable, and punitive. These tendencies were present both during the children's first 3 years, and later at around 9-14 years of age. The differences were more evident for the mothers of boys than of girls. There was also a suggestion that higher status boy babies and lower status girl babies were more likely to be granted a measure of autonomy and freedom from maternal supervision.—Author abstract.

7459. Blagonadezhina, L. V. (Inst. Psychology, Moscow, Russia) **O formirovani otnosheniia shkol'nikov k trudu.** [On the formation of school children's attitude to work.] *Vop. Psikh.*, 1959, 5(5), 40-51.—Attitude toward work, developed under various training conditions in school workshops, was investigated in a study which showed that it is important that workshop training be organized in the form of "productive work" and that students themselves take part in its organization. Not only does the fact of turning out a piece of work acquire great social significance, but also proficiency in the skills involved. Participation of students in the organization of collective work facilitates the development of organizational initiative and creates a sense of responsibility for the outcome of their work—features which are indispensable components in a communist's attitude toward work.—*I. D. London.*

7460. Bolin, Byron Jackson. (U. Kentucky) **The relationship of duration of birth to childhood anxieties as reflected in the Rorschach test.** *Dissertation Abstr.*, 1960 (Apr), 20, 4168.—Abstract.

7461. Brumbaugh, Florence, & Roshco, Bernard. **Your gifted child: Guide for parents.** New York: Henry Holt, 1959. ix, 182 p. \$3.75.—A guide for parents of gifted children who, themselves, might be average. While attention is focused on understanding "giftedness," how to be a gifted parent, and working with the gifted child, there is little reported about achievement, creativity, or the child who might be emotionally maladjusted. The book is produced by a principal, well trained academically and with many years of practical experience in working with the gifted. There are chapters focusing on the values of enrichment and acceleration; these, however, in no way reflect the insightful conclusions which might be drawn on the increasing wealth of current research.—*A. F. Isaacs.*

7462. Burstin, J. **L'évolution psycho-sociale de l'enfant de 10 à 13 ans.** [Psychosocial development of the child from 10 to 13 years of age.] Neuchâtel, Switzerland: Delachaux & Niestlé, 1959. 228 p. Fr. 12.—In order to evaluate preadolescent psychosexual

patterns, the author asked 374 boys and girls 10-13 years of age from Paris schools representing different socioeconomic levels to write descriptions about themselves, their companions, and their family, indicating desirable and undesirable characteristics and the changes they would make in the people about whom they wrote. They also were to point out in descriptive fashion the characteristics of adults other than their parents and their view of the adult world. The material is analyzed and presented developmentally and on the basis of such factors as sex, intellectual level, and socioeconomic class. Illustrations are given of verbatim quotations from the descriptions on each of the 5 areas on which the children wrote.—*J. L. Yager.*

7463. Dennis, Wayne. (Brooklyn Coll.) **Causes of retardation among institutional children: Iran.** *J. genet. Psychol.*, 1960 (Mar), 96, 47-59.—Data concerned behavioral development among 174 children, aged 1-4 years, in 3 Iranian institutions. In 2 of the institutions infant development was greatly retarded, while in the 3rd it was much less retarded. The extreme retardation in the 2 institutions was probably due to paucity of handling, which retarded the children in regard to sitting alone and in regard to onset of locomotion. Lack of experience in the prone position prevented children from learning to creep and resulted in locomotion by scooting. In the 3rd institution, in which children were frequently handled in sitting and prone positions, motor development resembled that of most home-reared children. The important contributions of experience to the development of infant behavior must be acknowledged.—Author abstract.

7464. Eissler, K. R. **Notes on the environment of a genius.** *Psychoanal. Stud. Child*, 1959, 14, 267-313.—Certain reality factors in the environment of Goethe's childhood can be brought into meaningful connection with his later genius. Goethe's father was free of any professional obligation and was thus able to concentrate fully upon his son. Goethe was skillfully protected against traumatization. External influences were so subtly balanced that fixations to active or passive attitudes were prevented. There were many opportunities to establish contacts with the culture of his time. Goethe felt his mother was closer to him than she was to his father. The oedipal conflict imposed the smallest possible strain upon this child. Goethe's parents were unique in that they showed total absence of ambivalence toward their child.—*D. Prager.*

7465. Finney, Joseph Claude Jeans. (Stanford U.) **Some maternal influences on children's personality and character.** *Dissertation Abstr.*, 1960 (Mar), 20, 3816.—Abstract.

7466. Freud, Anna. **Adolescence.** *Psychoanal. Stud. Child*, 1958, 13, 255-278.—". . . the author has reviewed and summarized some of the basic literature on adolescence, as well as her own views on the subject. Her former description of the defensive processes in adolescence has been amplified to include specific defense activities directed against the oedipal and preoedipal object-ties." 48 refs.—*E. L. Robinson.*

7467. Friedenberg, Edgar Z. **Love begins in adolescence.** *Child Stud.*, 1959-60, 37(1), 23-25.—Excerpts from Friedenberg's *The Vanishing Adoles-*

cent, 1959. Love begins with some intensity in early adolescence. "It begins in loving someone other than oneself and finishes, if one is fortunate, in loving someone different from oneself—as different as man is from woman. The passionate attachments of early adolescence are between chums of the same sex. Whether anything sexual happens in the course of them is unimportant, unless someone steps in and makes it important. Indeed, it is largely a matter of definition, though some of the feelings these youngsters arouse in each other are certainly erotic. . . . With love comes trust, which leads to mutual exploration and the confidence to accept intrusion. . . . In mature love between adults the process of self-definition, and clarification of the meaning of life and one's place in it, continues and becomes more abstract. But the basis of this process remains courage to be oneself in all one's imperfection, sustained by a measure of unconditional tenderness" on which teenage love is begun.—C. Epstein.

7468. Gifford, S. Sleep, time, and the early ego: Comments on the development of the 24-hour sleep-wakefulness pattern as a precursor of ego functioning. *J. Amer. Psychoanal. Ass.*, 1960, 8, 5-42.—The development of the sleep rhythm seems to reflect ego development between the 3rd and 14th week of life. The differentiation of the sleep-wakefulness pattern is mediated through the infant's relationship with his mother. At the 12th-14th week there is an acceleration in the adaptation of the sleep rhythm to the daytime segment of the 24-hour cycle with waking in relation to parental activities and sleeping through the night with only 1 feeding. These conclusions were derived from Kleitman's and Engelmann's continuous observations of 19 normal infants from the 3rd to the 26th week of life.—D. Prager.

7469. Gilgash, C. A. (MacMurray Coll.) Identification of possible adjustment areas confronting adolescents upon entering junior high school. *J. psychol. Stud.*, 1960, 11, 108-109.—Areas of difficulty confronting 6th graders entering junior high school as reported by vice-principals and guidance counselors are presented in order of frequency of response and contrasted.—M. S. Mayzner.

7470. Glass, David C. (New York U.) Parent decision making under assumed conditions of risk: The applicability of decision theory models. *Dissertation Abstr.*, 1960 (Apr), 20, 4198-4200.—Abstract.

7471. Gordon, Ira J. (U. Florida) Children's views of themselves. Washington, D.C.: Association for Childhood Education International, 1959. 36 p. \$75.—" . . . the behavior of the child can be seen as purposeful and useful to him: enabling him to develop and protect his own self." A discussion of the importance of self-estimates in children's behavior, how these self-concepts evolve, and how adults can estimate and influence children's self-concepts. Case examples are utilized.—D. G. Applezweig.

7472. Grace, Harry A., & Lewellyn, Louis W. (State Coll. Alameda County, Hayward, Calif.) The no-man's land of youth. *J. educ. Sociol.*, 1959 (Nov), 33, 135-140.—Childhood is a group in which influence is only potential, so child leaders are weakened because group members move toward influence

and adulthood. Adulthood is an influential group, and adult leadership is stronger. In most industrial societies, men customarily hold positions of adult leadership, whereas women are more marginal. Men are more job-centered, women are more people-centered. Youth lies between the potential of childhood and the influence of adulthood, and includes both marginal adults (women) and marginal children (youth). This group is people-directed, with almost a complete absence of product-direction. Young boys must pass through the no-man's-land periphery of adulthood—peopled by women and person-directed men—to get the core of adulthood where there are product-directed, executive men. "Dependence, rebellion, and idealism are sandtraps laid along the fairway from Childhood to Adulthood into which boys falter and out of which a few men emerge. Those who remain behind act as gate-keepers for boys who come later."—C. Epstein.

7473. Greenacre, Phyllis. (Cornell U.) The family romance of the artist. *Psychoanal. Stud. Child*, 1958, 13, 9-43.—The lives of 5 creative individuals (St. Francis of Assisi, Thomas Chatterton, Nikolai Gogol, Henry M. Stanley, and Rainer Maria Rilke) show the influence of the "family romance" on character development. Gifted children are inevitably lonely because they sense their difference from others, and this sense of difference reinforces the development of the family romance.—E. L. Robinson.

7474. Gruenberg, Sidonie Matsner, & Arnstein, Helene. Parent education in six White House Conferences. *Child Stud.*, 1959-60, 37(1), 9-15.—An overview of the White House Conferences with an emphasis on the changing approaches to parent education. "Each attack on a problem raises new ones. We tried . . . to protect millions of youngsters from outrageous labor conditions—only to deprive them of the satisfactions and achievements of work. In our eagerness to emphasize the special needs of children, we produced an unwholesome 'segregation by age,' forgetting that children need also to identify themselves with the 'real' world of adults. Similarly, we demanded 'education' for all—only to force on the gifted and less gifted student alike an education that could not meet their unique, individual needs as members of society. We have raised the status of parents and added to the dignity of family life—but we have not always implemented the family with essential community service. We ask mothers to be with their children during the early years—yet make no provision for the financial assistance that would make this possible. Or, again, we agree that the influences on human growth are multiple and varied; but when a child becomes troublesome, we panic and, forgetting our knowledge, throw all our blame, all the responsibility, back upon the unprepared, unequipped parents."—C. Epstein.

7475. Harris, Theodore L., & Rarick G. Lawrence. (U. Wisconsin) The relationship between handwriting pressure and legibility of handwriting in children and adolescents. *J. exp. Educ.*, 1959 (Sep), 28, 65-85.—The relationship between handwriting legibility and point pressure in the handwriting of boys and girls in Grades 4, 6, and 10 was examined. 12 boys and 12 girls were secured at each grade level in each of 2 small urban communities in

Wisconsin. It was reported that when children write at their usual speed legibility and force variation ratio are not significantly related. However when children moved away from their normal writing tempo, high legibility tended to be associated with low variability in application of force and poor legibility was associated with high variability in point pressure.—*E. F. Gardner.*

7476. Hess, Robert D. (U. Chicago) **The adolescent: His society.** *Rev. educ. Res.*, 1960, 30, 5-12.—To the degree to which the period of youth operates as a subsystem of the society, it is a potential socializing influence that may be in conflict on significant points with the adult society. The importance and self-sufficiency of teenage society will increase, not only in the United States, but in several other countries as well. This trend will have practical implications and theoretical significance and invites carefully planned research of major scope. 44-item bibliog.—*F. Goldsmith.*

7477. Hunt, Jacob T. (U. Arizona) **The adolescent: His characteristics and development.** *Rev. educ. Res.*, 1960, 30, 13-22.—Research articles on physical and mental development, family relationships, social and emotional adjustment, social class and behavior, social attitudes, values, and relationships and vocational interest and aspirations. 98-item bibliog.—*F. Goldsmith.*

7478. Hutt, Max L., & Gibby, Robert Gwynn. **The child: Development and adjustment.** Boston, Mass.: Allyn & Bacon, 1959. xiii, 401 p. \$6.00.—From the prenatal period to puberty, organized around the unifying theme of the child's personality. Approach through developmental stages is combined with the topical approach: physical, social, educational, and language development are selectively discussed at the stages where they are of central importance. Significance of the interaction of developmental phenomena and the individual's response to them is emphasized. These data are viewed in relation to personality processes that are constantly influencing them, in an attempt to understand the child in terms of the dynamic meaning of the interdependence of his drives, conflicts, physical equipment, and the social setting in which he is developing. The concluding chapter deals with prevention, correction, and treatment of childhood disturbances.—*A. Doman.*

7479. Imamura, Ken-ichiro. **Chūgakusei no dōtoku ishiki ni tsuite.** [On conscience of Japanese junior high school students: Their moral awakening.] *Jap. J. educ. Psychol.*, 1959 (Sep), 7, 79-83.—The Moral Diagnosis Form of 40 questions on the child himself, family, friends, and society was administered to 212 children in 7th and 8th grades. Findings were as follows: (a) "To be courageous" is a fundamental consideration in their moral conduct. (b) They have a better understanding of what is good than what is bad. (c) More misjudgments were found in their own cases than in cases of other members of the family, friends, and society, due to their lack of courage to admit their own mistakes. English summary.—*S. Ohwaki.*

7480. Kellogg, Rhoda. (Golden Gate Nursery Schools, San Francisco, Calif.) **What children scribble and why.** Palo Alto, Calif.: National Press, 1959. 131 p. \$3.50.—This study of over 100,000 drawings and paintings made by 2-, 3-, and 4-year-old

nursery school children results in a "system . . . for classifying the structural content . . . applicable to all the art products of preschool children." The system includes: 20 basic scribbles, 6 basic diagrams, combines (2 diagrams together), and aggregates (3 or more diagrams together). Photographs of children's drawings, and some examples of other media, aid in the definition and description of the system. Developmental trends are suggested from early scribbles to pictorial drawing. Some discussion of research use of the classification system.—*C. R. Wurtz.*

7481. Lajewski, Henry C. (United States Children's Bureau, Washington, D.C.) **Child care arrangements of full-time working mothers.** *U. S. Child. Bur. Publ.*, 1959, No. 378. 26 p.—This survey was made by the Bureau of Census in June 1958. There were 2,873,000 women employed full time who had children under 12 years of age. Over 56% were cared for by fathers or relatives (including other siblings under 18). Nonrelatives (mostly neighbors) cared for about 20%, 1% were in group care, and 8% cared for themselves. There are tables of ages of mothers, marital status, occupation, color, region, and urban-rural residence. The conclusion is that "many facts about these mothers and what their employment means to their children are still unknown."—*L. R. Steiner.*

7482. Lane, Howard, & Beauchamp, Mary. (San Francisco State Coll.) **Understanding human development.** Englewood Cliffs, N.J.: Prentice-Hall, 1959. xviii, 492 p. \$8.00.—A textbook on the psychology of infancy, childhood, and adolescence written for elementary and high school teachers. 16 chapters with such headings as: "The Importance of Understanding Humans," "The Growth and Function of Intelligence," "Early Elementary Childhood," "Tools for Childhood and Adolescent Study."—*H. G. Yamaguchi.*

7483. Larcebeau, S. **Les intérêts et leur mesure.** [Interests and their measurement.] *BINOP*, 1959 (Nov-Dec), 15, 326-331.—Major problems in any discussion of interests are definition and stability. Few studies of interests of children and adolescents have been made, partially because of these problems. Early interests suggest that development of interests follows certain laws and is not a matter of chance. There has been little concern with investigation of interest in France. A study undertaken by the author on interests of young boys is reviewed with plans to extend it.—*F. M. Douglass.*

7484. Levy, David M. (47 East 77th St., NYC) **The infant's earliest memory of inoculation: A contribution to public health procedures.** *J. genet. Psychol.*, 1960 (Mar), 96, 3-46.—The infant's memory of inoculation was investigated by noting the time when during a series of immunizations his cry preceded the insertion of the needle. About 2000 records of serial immunizations were gathered in 19 health stations in New York City during the years 1951 and 1952. Besides age at the time of each inoculation, the particular inoculation employed, and the exact time of the cry in relation to the order of events in the examining room, the records contained other data. According to the method of investigation employed a rising frequency of memory cries occurred, starting at 1% at 6 months of age, rising to 20% by 12 months, and to 30% in the age group of 14-17

months. It was concluded that inoculations given according to the schedules maintained at the health stations, or other immunizations involving insertion of a needle at intervals of 6 weeks, are most unlikely to be remembered if completed by 6 months.—Author abstract.

7485. McDonough, Leah Brooks. (Michigan State U.) **A developmental study of motivation and reactions to frustration.** *Dissertation Abstr.*, 1960 (Jan), 20, 2892.—Abstract.

7486. Markwell, Noel Gene. (Purdue U.) **The teenager's conception of mental illness.** *Dissertation Abstr.*, 1960 (Jan), 20, 2891.—Abstract.

7487. Martin, William E., & Stendler, Celia. **Child behavior and development.** (Rev. ed.) New York: Harcourt, Brace, 1959. 618 p. \$8.00.—(see 29: 610) 2 major changes are included in this revision. The unit on the process of socialization has been moved up into Part II, which also includes a new chapter on the "Effects of Early Experiences." Part IV, an entirely new section, deals with the physical, cognitive, and motivational aspects of normal development.—H. Angelino.

7488. Meyer, W. J. (U. Pittsburgh) **Relationships between social need strivings and the development of heterosexual affiliations.** In Edith M. Huddleston (Ed.), *The sixteenth yearbook of the National Council on Measurements Used in Education* (see 34: 8402). Pp. 95-104.—The Syracuse Scale of Social Relations was administered to 387 pupils in Grades 5-12 to determine relationships between needs for succorance and for playmirth with heterosexual affiliations. Both boys and girls rated the same sex to be more succorant than the opposite sex. After Grade 7, girls rated boys higher in response to need playmirth; boys, throughout, however, preferred males in responding to this need. The author believes that "early sex-typed behavior is maintained throughout the school years by means of a system of social reinforcements."—N. M. Chansky.

7489. Nagashima, Sadao. (Tokyo U., Japan) **Jidō shiyakai shinrigaku.** [Social psychology of childhood.] Tokyo, Japan: Maki Shyoten, 1956. 360 p. ¥500.—The influence of biological and social factors on personality development. The family, the school, and the cultural environment are the main factors considered. Most of the references are from the American literature.—H. G. Yamaguchi.

7490. Nolan, Robert Dale. (Florida State U.) **A longitudinal comparison of motives in children's fantasy stories as revealed by the Children's Apperception Test.** *Dissertation Abstr.*, 1960 (Feb), 20, 3387-3388.—Abstract.

7491. Pringle, Katherine. 1909-1960: **A half-century of the White House Conference.** *Child Stud.*, 1959-60, 37(1), 3-8.—This is a brief history of the White House Conferences on Youth, with a summary of past concerns (beginning with the first Conference in 1909 with its emphasis on care for homeless and neglected children) and some comments on contemporary problems. The preliminary reports of state committees and voluntary organizations indicate that the major concerns today are especially problems of: education; youth employment and vocational guidance; treatment of the physically, mentally, and emotionally handicapped; and the growing prob-

lem of juvenile delinquency. "There seems to be emerging as the central concern . . . what has been the central concern of all White House Conferences—the importance of the family. . . . [The emphasis] is particularly on the need to strengthen family life where it is in danger of breaking down, through the help and action of community agencies."—C. Epstein.

7492. Ritvo, Samuel, & Solnit, Albert. (Yale U.) **Influences of early mother-child interaction on identification processes.** *Psychoanal. Stud. Child*, 1958, 13, 64-91.—2 girls and their mothers are compared with special attention to "the mutual influence of equipmental and environmental factors on the developmental processes of identification."—E. L. Robinson.

7493. Rosenberg, B. G., & Sutton-Smith, B. (Bowling Green State U.) **A revised conception of masculine-feminine differences in play activities.** *J. genet. Psychol.*, 1960 (Mar), 96, 165-170.—Analysis of responses to a check-list of 187 4th-, 5th-, and 6th-grade children, yielded 18 items differentiating boys from girls and 40 items differentiating girls from boys. Comparison with Terman's 1926 results indicates that girls retain their interest in most of their earlier distinctive games, but in addition now show a greater preference for male activities than was formerly the case. This finding is consonant with theories which emphasize the increasing masculinity of the feminine self-concept. In contrast, boys' play preferences have become more confined, leaving, by implication, fewer widely acknowledged ways of perceiving the self. This finding is not consistent with those theories which have suggested that social change has brought about an increasing convergence in the behavior of the sexes. The change appears not to be one in the direction of role convergence, but one in the direction of expansion of female role perception and contraction of male role perception.—Author abstract.

7494. Sarason, Seymour B., Davidson, Kenneth S., Lighthall, Frederick F., Waite, Richard R., & Ruebush, Britton K. (Yale U.) **Anxiety in elementary school children.** New York: John Wiley, 1960. vii, 351 p. \$7.75.—Anxiety about tests and test-like situations was examined in a series of studies of elementary school children in 4 Connecticut towns. High anxiety (HA) and low anxiety (LA) groups were identified by General Anxiety and Test Anxiety scales for which format and validation details are presented. Data support hypotheses concerning fantasies of bodily injury and cues which interfere with the anxious child's performance. Ratings by fathers of a portion of the sample discriminated between HA and LA children; mothers' ratings did not. Implications for school testing programs are discussed. 165 refs.—R. A. Hagin.

7495. Suehsdorf, Adie. (Ed.) **What to tell your children about sex.** New York: PermaBooks, 1959. 149 p. \$35.—Prepared under the direction of the Child Study Association of America, this book is designed as a reference manual, in question and answer form, for parents who want to know how to tell their children about sex. Separate sections concern the handling of sexual matters with children at various stages of development from childhood through teenage years. An 8-page section of illustrations shows development of the male and female, male and

female internal sex organs, and a series of illustrations concerning conception and birth.—*H. D. Arbitman*.

7496. Tsumori, Makoto, & Inage, Noriko. (Ochanomizu U., Japan) *Yōji no isonsei ni kansuru kenkyū: Isonsei to oya no yōiku taido oyobi jūunsei no sōgo kanren ni tsuite*. [A study on dependency of children: Relationship of dependency, compliance and parent's attitude.] *Jap. J. educ. Psychol.*, 1960, 7, 210-220.—"30 children from 15 to 35 months old of highly educated parents were used." The mother-child relationship was measured by a 30 min. observation of free play, a questionnaire on dependency, and a 2-day record of mother-child behavior at home. The measures of dependency obtained were not highly correlated. 39 children from 2-3 to 3-8 were used. A 49-item questionnaire was administered to the parents at an interview. It was found that dependency of the child is not related to parental factors. English summary.—*S. Ohwaki*.

7497. Tsvetkov, I. M. (Ushinskii Pedagogical Inst. Iaroslavl, Russia) *Formirovanie interesa uchashchikhsia k zaniatiim po ruchnomy trudu*. [Formation of pupils' interest in activities involving handicrafts.] *Vop. Psikh.*, 1959, 5(5), 52-58.—Handicraft activities have as their aim the development in young school children of "work skills and habits, love for work, respect for the working people, and readiness actively to participate in collective work." Interest of 1st-grade children in handicrafts is "subjective, emotional, and only occasional in nature." Later it becomes "more objective, more conscious and stable, while its emotional component broadens." Interest in handicrafts is the result of learning and depends on teaching methods, age, sex, and individual differences.—*I. D. London*.

7498. Wallon, Henri. *Psychologie et éducation de l'enfance*. [Psychology and education of childhood.] *Enfance*, 1959, No. 3-4, 195-450.—A special number comprised of 18 articles and speeches by Wallon, honorary professor of the Collège de France and editor of *Enfance*, published or given during 3 decades beginning in 1928. The nature of psychology, especially genetic psychology, and the relation of psychology to education constitute an introductory group. There are several papers under each of the following headings: psychomotor development of the child, social development, comparison of the thinking of the child with primitive thought, and psychology and education.—*S. S. Marzolf*.

7499. Weinstein, Eugene A. (Vanderbilt U.) *The self-image of the foster child*. New York: Russell Sage Foundation, 1960. 80 p. \$2.00.—The objectives of this study are to investigate the process of foster home placement and its impact on the foster child and to assess the potentialities for research within an agency setting. The placement situation as a social system, agency practice and the impact of placement on the child, the interview schedule and sample, and findings are all discussed. The extent of a foster child's adjustment is related to the understanding he has of the placement situation. The role assumed by the caseworker is essentially one of clarification and interpretation in times of crisis.—*A. M. Kaplan*.

7500. Willenson, David. (U. Houston) *Relationship of adult personality characteristics to per-*

ceived parental behavior: A partial validation of Ausubel's theory of ego development. *Dissertation Abstr.*, 1960 (Feb), 20, 3393-3394.—Abstract.

7501. Wittenberg, Rudolph M. (New School for Social Research, NYC) *Young people look at society*. *Child Stud.*, 1959-60, 37(1), 16-20.—The largest group of adolescents avoids concern with socially, economically, and culturally significant factors in living and prefers play to work. This group derives status from the fact that it is the target of mass media promotion campaigns. The campaigns influence the attitudes of this group, which in turn affect the social climate it hopes to avoid. Another group of adolescents—more sophisticated, alert, and informed—copes with the social climate by more or less open defiance and rebellion, criticizing social injustice, racial discrimination, poverty, and disease. "Their interest in the outside world is often a very reasonable rationalization of their own unresolved inner conflicts. . . . Their values are sharp and, for all their sophistication and awareness, oversimplified and primitive." A 3rd group is made up of conformers defending the status quo and idealizing it somewhat. "They can discuss the social and economic situation . . . and they are informed of what is going on, but they protect themselves from making connections between events (seeing cause and effect relationships) which might make them panicky or turn them into avoiders or defiers." This group seems to be on the increase now.—*C. Epstein*.

7502. Witty, Paul, & Kinsella, Paul. (Northwestern U.) *Children and the electronic Piped Piper*. *Education*, 1959 (Sep), 80, 48-56.—Results of studies of televising by elementary pupils and high school pupils are presented. Teachers spend less time with TV than do children or their parents. Elementary school pupils average upward of 20 hours per week; high school pupils, 12-13 hours per week. Parents spend about as much time as do their children. Other points studied include: favorite programs; effect on school work, on reading, on learning, and on children's attitudes.—*S. M. Amatora*.

(See also Abstracts 6994, 6999, 7144(a), 7355, 7400, 7405, 7409(a), 7559, 7568, 7569, 7571, 7718, 8028)

MATURITY & OLD AGE

7503. Arnhoff, F. N., Freeman, L. C., & Parlagreco, M. L. (Syracuse U.) *Projected symptoms of old age and present personal assessment*. *J. gen. Psychol.*, 1960 (Jan), 62, 37-41.—The questionnaire used in this study consisted of 112 items of the Cornell Medical Index, with additional questions as to Ss' degree of contact with old people, how often they had thought about old age, and the content of their thoughts. Questionnaires were administered to undergraduate students on 2 occasions. In the 1st they answered the questionnaire as if they were old. In the 2nd administration a current self-appraisal was requested. It was substantiated that stereotypes of physical disability will be subscribed to in direct proportion to Ss' admission of such symptoms in a current self-evaluation and by the significant correlation of .34 between the 2 questionnaire forms. Content analysis of the expressed thoughts about aging revealed primarily negative attitudes. Wide acceptance of various symptoms and stereotypes as concomitants of aging was found. Physical rather than psycho-

logical decrement was more frequently emphasized.—Author abstract.

7504. Belmont, Ira. (New York Medical Coll., NYC) Common problems in clinical psychology and audiology in geriatric rehabilitation. *Geriatrics*, 1959(Aug), 14, 496-499.—Both the psychologist and the audiologist are concerned with problems of testing, relating test results to life situations, and personality influences on test results. Adaptations of test items and procedures to the geriatric condition are suggested.—D. T. Herman.

7505. Bowman, Karl M., & Engle, Bernice. (U. California Medical Center, San Francisco) Review of psychiatric progress 1959: Geriatrics. *Amer. J. Psychiat.*, 1960(Jan), 116, 629-630.—N. H. Pronko.

7506. Codosh, H. Louis. Psychiatric orientation in a home for the aged. *Geriatrics*, 1959(Aug), 14, 523-527.—Psychotherapeutic orientation in a home for the aged is described. Case records are cited to illustrate how a close liaison between staff members enhances the therapeutic potential of the resident-staff relationship.—D. T. Herman.

7507. Dimmitt, J. Sterling. (U. Florida) The congruence of past and ideal self concepts in the aging male. *Dissertation Abstr.*, 1960(Jan), 20, 2933.—Abstract.

7508. Dreger, Ralph Mason, & Sweetland, Anders. (Jacksonville U.) Traits of fatherhood as revealed by the factor-analysis of a parent attitude scale. *J. genet. Psychol.*, 1960(Mar), 96, 115-122.—A set of 8-point scales was administered to 350 university Ss, requiring judgments on 14 items ranking a S's father as remembered from childhood in terms of just-unjust, severe-mild, etc. Intercorrelations of items were subjected to centroid factor analysis, followed by graphical orthogonal rotation of axes. 7 factors resulted, interpreted as follows: Ideal American Fatherhood, Secular Non-Punitiveness, Ideal Religious Fatherhood, Ecclesiastical Righteousness, Church-Going Religiosity, Puritanism, and Loving-kindness. Two items, Attended Church Regularly—Never Attended Church, and Very Religious—Not at all Religious, are correlated 0.85. These items head the list of trait elements in Factors 3 and 4, but neither appears significantly in the defining elements of the alternate factor. Of greatest significance is the separation of a secular American ideal fatherhood factor from a religious one.—Author abstracts.

7509. Drewery, Richard Key. (Vanderbilt U.) Psychological attributes of old age as measured by the Coppel Sentence Completion Test. *Dissertation Abstr.*, 1960(Jan), 20, 2885.—Abstract.

7510. Linden, M. E. (Philadelphia Dept. Public Health, Pa.) Cultural and socio-psychological considerations in work with the aged. *Soc. Casewk.*, 1959(Nov), 40, 479-486.—Included in this article is a discussion of the following: the magnitude of the aged and aging segment of the population; the family of today contrasted with the Roman family of 508-202 B.C.; cultural rejection and exclusion of the aging and the aged; psychological and physiological changes in and after the middle years; some hopeful prospects for children, parents, and grandparents of the "elongated" family; and the modern social revolution and changes in family leadership.—G. Hearn.

7511. Livingston, Patricia Jane. (New York U.) The work attitudes of chronically ill and aging persons: A comparison of the work attitudes of two groups of patients referred to a sheltered workshop in a municipal custodial institution. *Dissertation Abstr.*, 1960(Apr), 20, 4175.—Abstract.

7512. Russek, Henry I. (United States Public Health Service Hosp., Staten Island, N.Y.) Emotional factors in atherosclerosis. *Geriatrics*, 1959(Aug), 14, 479-482.—A comparison of 100 coronary patients under age 40 with 100 controls shows a 4.6 to 1 ratio of incidence of occupational and emotional stress in the coronary group. The disease may represent a maladaptation syndrome.—D. T. Herman.

7513. Sommer, Robert. (Saskatchewan Hosp., Weyburn, Canada) Patients who grow old in a mental hospital. *Geriatrics*, 1959(Sep), 14, 581-590.—A series of studies on the effect of long term hospitalization showed that contact with the outside decreases with length of hospitalization and that the patients' values become more and more deviant.—D. T. Herman.

7514. Verden, P. F., & Michael, A. L. (County Hosp., Milwaukee, Wis.) A comparison of successfully and unsuccessfully retired groups. *Geriatrics*, 1959(Aug), 14, 528-532.—Statistical comparisons identified 16 group differences, some of which support previous findings and others suggesting additional features of old age adjustment. General traits of stability, responsibility, other-directedness, productivity, and health were found characteristic of the successfully retired.—D. T. Herman.

SOCIAL PSYCHOLOGY

7515. Adams, Andrew A. (U. Southern California) Identifying socially maladjusted school children. *Genet. psychol. Monogr.*, 1960(Feb), 61, 3-36.—The inventory applied Bernberg's direction of perception technique to children aged 10-16. This measure was called the Truth About People Test (TAP). The instrument constructed was used to estimate degrees of conformity as revealed by the S's response toward a variety of social goals and values. It was given to a standard school sample and a delinquent sample. The standard sample consisted of 2048 children obtained from Grades 5-11 in a number of public and parochial schools. The public schools provided 1510 regular class children and 161 mentally retarded children from special classes. The parochial schools provided 337 children from Grades 5-11. For purposes of comparison the scale was given to 761 institutionalized delinquents selected from 6 different California detention facilities. The independent variables (sex, grade, age, IQ, father's occupation, cultural background, adjustment rating) were used to determine whether significant relationships existed among the various groups and subgroups. The attitude scale identified the various subsamples as follows: (a) Standard school sample obtained lower mean scores (showing conformity) than could be expected by chance. (b) The delinquent sample produced significantly higher mean scores (less conforming) than the standard school sample. (c) As age and grade level in the standard school samples increased, so did the mean scores (showing less conformity). (d) In the standard school sample

boys received higher scores (less conforming) than girls. (e) Greater conformity scores appeared in the IQ range from 80-139. Above IQ 140 and below IQ 70 lower conformity scores were evident. (f) Cultural subgroups were found to be significantly related to test scores. (g) Children rated as well adjusted earned significantly more conforming scores than Ss rated maladjusted-shy and maladjusted-aggressive. (h) No significant difference in mean scores was found between the parochial and public school children. Conformity, as measured by the attitude scale developed in this research, is related to social adjustment.—Author abstract.

7516. Angermeier, Wilhelm F. (U. Georgia) **Some basic aspects of social reinforcements in albino rats.** *Dissertation Abstr.*, 1960 (Jan), 20, 2912-2913.—Abstract.

7517. Argyris, Chris. (Yale U.) **Understanding organizational behavior.** Homewood, Ill.: Dorsey, 1960 xii, 179 p. \$5.00.—The outline of the author's theoretical model for defining and studying relevant variables in human personality and in organizations and the processes by which they influence one another. The data collection method, semi-structured interviews, is described, along with considerations involved in the interviewer-respondent relationship. The model for analyzing the data involves quantifications of demands made by the formal organization on the employee; predispositions employees may wish to express, informal activities employees create to adapt to the formal organization, and administrative reactions to the informal activities. Chapters are devoted to usefulness of this approach both to the researcher and to management. Examples of the usefulness of the framework are presented in deepening of understanding of the organization and in predicting human behavior within it. Evaluations of the usefulness of organizational analysis are provided from feedback sessions and interviews with various levels of management. A section is devoted to key questions which yet remain unanswered.—J. G. Coleman.

7518. Banghart, Frank W. (U. Virginia) **Group structure, anxiety, and problem-solving efficiency.** *J. exp. Educ.*, 1959 (Dec), 28, 171-174.—24 Ss were used to study the relative difference regarding the influence of anxiety on problem-solving between Ss assigned to cooperative and noncooperative groups. It was reported that anxiety seemed to have a more pronounced influence on the cooperative group than on the noncooperative group in working on the "hard" problem, both with respect to time and efficiency.—E. F. Gardner.

7519. Barkman, Paul Friesen. (New York U.) **A study of the relationship of the needs for belonging and conformity to religious beliefs and values in a Christian college.** *Dissertation Abstr.*, 1960 (Apr), 20, 4196.—Abstract.

7520. Bartlett, Claude J. **Dimensions of leadership behavior in classroom discussion groups.** *J. educ. Psychol.*, 1959, 50, 280-284.—A factor analysis of 300 phrases describing leadership behavior in a classroom discussion group was done using the Wherry-Winer Method. The study was done to examine the dimensions of leadership behavior in a classroom group discussion situation. The analysis yielded 4 group factors and a large general factor.

The general factor was interpreted as a general tendency to make high or low applicability ratings of the phrases on the basis of the halo effect. The 4 group factors were interpreted in terms of the ways which a group member can contribute to the group discussion: ideas and information, friendly atmosphere, labor and effort, policy and decisions.

7521. Battista, Orlando A. **The power to influence people.** Englewood Cliffs, N.J.: Prentice-Hall, 1959. vii, 189 p. \$4.95.—The key to the power to influence people favorably is to: inflate their egos (compliments serve this purpose admirably), suppress your own feelings (of envy, hostility, annoyance, depression, etc.), keep your own beliefs to yourself ("Avoid getting entangled in any topics of conversation that might encourage you to take a blunt opposition stand," discuss what the other person is interested in (prepare yourself for this by doing some research on his interests and skills), make him feel superior to you in some way, bring antagonists over to your side (asking for their help is a good method for accomplishing this). Illustrated profusely with anecdotes are techniques on: (a) how employees may influence employers and thus insure their advancement, (b) how employers may influence employees and so gain their loyalty and devotion to the job, (c) how husbands may make certain of the continuing love and cooperation of their wives and children, (d) how speakers may guarantee the success of their speeches, and (e) how people may make and hold friends who will contribute to their success in life. "... the most respected conclusion is that in your dealings with people, if you want to influence and impress them, you have to swim with the current or bend with the whims of others. Your chances of winning supporters for your case by bucking the stream of conformity, by striking out as an eccentric individualist, are slim. ... Certainly it has been my experience that the most popular and successful people are constantly bubbling over with pats on the back for others whether they know them or not, and especially for those they want to impress or whose support they wish to gain."—C. Epstein.

7522. Beck, Isabel Holderman Handley. (U. Southern California) **A study of criteria of social perception and some related variables.** *Dissertation Abstr.*, 1959 (Dec), 20, 2372-2373.—Abstract.

7523. Benedetti, David T., & Hill, Joseph G. (U. New Mexico) **A determiner of the centrality of a trait in impression formation.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 278-280.—"The hypothesis that the centrality of a trait varies with the strength of that trait in the perceiver receives qualified support with respect to the trait pair sociable-unsociable. ... The results ... in indicating that one's own sociability may influence the centrality of that trait in the forming of impressions of others, enhance the possibility that 'person perception' may involve other relationships between the traits of the perceiver and those of the perceived regarding the saliency and weight of those traits in the resulting impressions."—G. Frank.

7524. Bennis, W. G. (Massachusetts Inst. Technology) **Leadership theory and administrative behavior: The problem of authority.** *Admin. sci. Quart.*, 1959 (Dec), 4, 259-301.—A discussion of the confusions and lacunae in leadership theory is fol-

lowed by a review of philosophies, ideologies, and practices that identifies 2 major movements: the traditional theorists and the human relations proponents. Contemporary revisions and models that endeavor to ameliorate the tensions between these movements are considered. An explanation of leadership is given that tries to account for the efficacy of certain leadership propositions with respect to a priori criteria of organizational effectiveness.—V. M. Staudt.

7525. Berry, Paul McCoy. (U. Southern California) **Consensus of role perceptions in a welfare planning council.** *Dissertation Abstr.*, 1960 (Apr), 20, 4196-4197.—Abstract.

7526. Bieri, James. (Columbia U.) **Parental identification, acceptance of authority, and within-sex differences in cognitive behavior.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 76-79.—Male and female college students were compared in regard to their cognitive behavior (Witkin's Embedded Figure Test [see 28: 8566]), and this related to parental identification and acceptance of authority. It was hypothesized that Ss who identify with fathers would also be more field-dependent and demonstrate a low degree of acceptance of authority. The groups were not differentiated on the above characteristics as regards their sex; more women than men in this sample identified with father and vice versa. Acceptance of authority and field-dependence/independence were significantly correlated. The hypotheses were only partially supported.—G. Frank.

7527. Bookbinder, Lawrence Joseph. (Northwestern U.) **Self perception, social perception, and response sets in high and low authoritarians.** *Dissertation Abstr.*, 1959 (Dec), 20, 2410.—Abstract.

7528. Borg, Walter R. (Utah State U.) **Prediction of small group role behavior from personality variables.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 112-116.—"A sample of 819 Air Force officers was administered a test battery designed to predict the individual's role in small group situations. This battery was factor analyzed, yielding four factors: Assertiveness, Power Orientation, Rigidity, and Aggressive Nonconformity." Assertiveness correlated best with the predicted small group behavior. 24 refs.—G. Frank.

7529. Borgatta, Edgar F. (Cornell U.) **The stability of interpersonal judgments in independent situations.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 188-194.—Ranking of self in relationship to position in a group was related to ratings of self. Ranking was relatively independent of specific content of rating but dependent upon size of group.—G. Frank.

7530. Bredemeier, Harry C., & Toby, Jackson. (Rutgers U.) **Social problems in America: Costs and casualties in an acquisitive society.** New York: John Wiley, 1960. xvi, 510 p. \$6.75.—A combination of Parsonian and Mertonian sociological theory is used to analyze social problems in America. Among the major somial problems dealt with are crime, mental illness, unemployment, intergroup conflict, and other related problems, which the authors view as the costs and casualties of an acquisitive society. Contains case materials and annotated references.—R. M. Frumkin.

7531. Brown, Philip K. (Sonoma State Hosp., Eldridge, Calif.) **The social desirability variable**

and verbal learning performance. *J. educ. Psychol.*, 1960 (Apr), 51, 52-59.—This study was concerned with 2 aspects of "social desirability": (a) as a property of the verbal stimuli, and (b) as a need of the person to respond in a socially desirable manner. The effect of these variables on the process of learning and recall was examined by utilizing the statements scaled for social desirability, and college Ss selected by a test (the Social Desirability Scale) measuring the need to respond to a socially desirable manner. Results showed that the 1st aspect of social desirability was significantly related to the process of learning, but not to recall. On the 2nd aspect, significant intrasex differences were observed which could not be accounted for by the data, but some suggestions were offered leading to future research.

7532. Bush, George, & London, Perry. (U. Illinois) **On the disappearance of knickers: Hypotheses for the functional analysis of the psychology of clothing.** *J. soc. Psychol.*, 1960 (May), 51, 359-366.—A rationale for the formulation of 3 hypotheses for the analysis of the differentiation function of clothing in terms of the social roles and self-concepts of wearers of particular articles. These are: (a) differences in modes of dress within a particular society are indicative of differences in social roles and self-concepts of members of that society; (b) changes in fundamental or enduring modes of dress in a society are indicative of changes in the social roles and self-concepts of members of that society; (c) the greater or smaller the variability of clothing styles in a society, the less or more respectively well-defined and conflict-free are social roles in that society. In illustration of these hypotheses, an analysis of the differentiation function served by the wearing of knickers and the role changes of prepubescent boys which accompanied that disappearance is presented.—Author abstract.

7533. Cannon, Larry Dennis. (Purdue U.) **Authoritarian attitudes: Comparison of the factor patterns from several populations.** *Dissertation Abstr.*, 1960 (Jan), 20, 2884-2885.—Abstract.

7534. Cartwright, Dorwin. **A field theoretical conception of power.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 183-220.—Various definitions of power are reviewed, and then a theoretical model is developed based on the work of Kurt Lewin. Some of the terms employed are "agent," "act of agent," "motive base," "locus," "magnitude," and "time series." "The theory of power is concerned with those psychological forces acting in P's life space which are activated by agents other than P. Its basic building block is the dyadic relation between two agents, O and P." 24 refs.—A. E. Kuenzli.

7535. Cartwright, Dorwin. **Power: A neglected variable in social psychology.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 1-14.—"... it is simply not possible to deal adequately with data which are clearly social psychological without getting involved with matters of power." Relevant research in the fields of leadership, communication, prejudice, and interpersonal relations is reviewed. 33 refs.—A. E. Kuenzli.

7536. Cohen, Arthur R. **Situational structure, self-esteem, and threat-oriented reactions to power.** In Dorwin Cartwright (Ed.), *Studies in so-*

cial power (see 34: 6701). Pp. 35-52.—The major hypothesis was that "the exercise of power in an ambiguous situation would produce more threat for the person over whom it is exercised than in a structured situation, and that persons with low self-esteem would experience more threat than those with high self-esteem." The tasks were word-picture matching tests and the Ss were 88 female employees of a public utility company.—A. E. Kuenzli.

7537. Coleman, James S. (Johns Hopkins U.) **The adolescent subculture and academic achievement.** *Amer. J. Sociol.*, 1960 (Jan), 65, 337-347.—The athlete has high status in the adolescent subculture because he holds the key to his school's prestige among other schools. On the other hand, the outstanding student has little or no way to bring glory to his school and receives more ridicule than reward for his efforts from his peers. It seems that higher evaluation of muscle over mind is a factor contributing to poor academic achievement among students with greater than average intellectual abilities as well as the mediocre.—R. M. Frumkin.

7538. Damrin, Dora E. (Educational Testing Service, Princeton, N.J.) **The Russell Sage Social Relations Test: A technique for measuring group problem solving skills in elementary school children.** *J. exp. Educ.*, 1959 (Sep), 28, 85-99.—A situational test was devised to assess the nature and quality of 2 kinds of skill in social relations: skill in cooperative group planning procedures and skill in techniques of cooperative group action. The development of the test, its rationale, and properties are described in detail.—E. F. Gardner.

7539. Di Vesta, Francis J., & Merwin, Jack C. (Syracuse U.) **The effects of need-oriented communications on attitude change.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 80-85.—"Several hypotheses concerning attitude change . . . derived from a cognitive theory of attitude structure were tested experimentally. . . . changes in attitude were demonstrated. An index based upon need strength and change in perceived instrumentality for the need engaged in the communication was found to be only slightly related to change in attitude for the . . . groups. Similar indexes based on other needs and over all needs measured were found not to be related to shifts in attitude."—G. Frank.

7540. Doby, John T. (Wofford Coll.) **Some effects of bias on learning.** *J. soc. Psychol.*, 1960 (Feb), 51, 199-209.—3 basic assumptions were made regarding the antecedent conditions under which much past learning occurs. With these assumptions in mind, an experiment was designed to test the hypothesis that Ss will have more difficulty in learning the right answers to statements initially answered wrong than to statements initially answered "don't know." The Ss were given instructions in the form of lectures and reading assignments about a group of statements on which they had given biased answers to some and unbiased answers to others on a pretest. The hypothesis that a previous biased answer would interfere significantly more with subsequent learning than a "don't know" answer was confirmed.—Author abstract.

7541. Edelstein, J. David. (New York U.) **The effects of anchoring on later social judgments.**

Dissertation Abstr., 1960 (Apr), 20, 4197-4198.—Abstract.

7542. Ehrlich, Howard Jay. (Michigan State U.) **The analysis of role conflicts in a complex organization: The police.** *Dissertation Abstr.*, 1960 (Mar), 20, 3871.—Abstract.

7543. Eisman, Bernice. **Some operational measures of cohesiveness and their interactions.** *Hum. Relat.*, 1959 (Apr), 12, 183-189.—14 natural student groups were tested to determine their level of group cohesiveness. The measures revealed no significant differences. 18 refs.—M. York.

7544. Exline, Ralph V., & Ziller, Robert C. **Status congruency and interpersonal conflict in decision-making groups.** *Hum. Relat.*, 1959 (Apr), 12, 147-162.—20 groups of 3 female students were rated with respect to status dimensions of ability and voting power. Status-congruent groups were rated as more congenial, greater discussion agreement, and less error reporting. Disagreement was not found to be related to status congruency. 20 refs.—M. York.

7545. Fiske, Donald W., & Cox, John A., Jr. (U. Chicago) **The consistency of ratings by peers.** *J. appl. Psychol.*, 1960 (Feb), 44, 11-17.—In the validation and improvement of rating scales used to study ratings by peers, how important are contextual factors? Although the data is for air force application, Ss were 144 paid college students. ". . . in each of the two replications of the design, six groups of six men were observed by 36 observers. . . . the Os and Ss reversed roles after two sets of four sessions each. . . . The approximately 100,000 ratings were punched on IBM cards and most of the computational work was carried out on IBM machines." A man's rating tended to vary from setting to setting and according to rating instructions and trait definitions.—J. W. Russell.

7546. French, John R. P., Jr., & Raven, Bertram. **The bases of social power.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 150-167.—5 types of social influence, leading to various research hypotheses, are distinguished: referent power, expert power, reward power, coercive power, and legitimate power. Referent power, involving identification of P with O, will tend to have the broadest range. Coercion will produce decreased attraction of P toward O and high resistance. Reward will result in increased attraction and low resistance. "The more legitimate the coercion the less it will produce resistance and decreased attraction." 42 refs.—A. E. Kuenzli.

7547. French, John R. P., Jr., & Snyder, Richard. **Leadership and interpersonal power.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 118-149.—2 experiments are reported which tested 7 hypotheses about the determinants and effectiveness of influence attempts in small groups. The 1st, a group judgment test, studied the significance of the leader on opinions of his followers while the 2nd, a card-sorting task, measured his influence on productivity. Ss were air force noncommissioned officers and enlisted men. Both the amount and effectiveness of attempted influence increase with increasing acceptance of the leader by the recipient.—A. E. Kuenzli.

7548. Gage, N. L., & Chatterjee, B. B. (U. Illinois) **The psychological meaning of acquiescence set: Further evidence.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 280-283.—"This paper provides further evidence on the hypothesis that 'negative' items—those stating authoritarian beliefs or attitudes—are more valid than 'positive' items for measuring authoritarianism."—G. Frank.

7549. Garai, Joseph Ernest. (New York U.) **Support of judgmental independence or conformity in situations of exposure to strong group pressure.** *Dissertation Abstr.*, 1960 (Feb), 20, 3413-3414.—Abstract.

7550. Gisbert, Pascual. **Social facts in Durkheim's system.** *Anthropos*, 1959, 54, 353-369.—Durkheim's controversial doctrine of social facts, which are basic in his system, may be understood in the light of the influence exerted on him by Wilhelm Wundt's principles of actuality, creative synthesis, and relating analysis. By way of criticism, the principle of actuality does not hold in its pure form, while that of creative synthesis was inaccurately applied to social facts; hence, the Durkheimian subjection of the individual to society. The last part of the article contains suggestions for a positive approach to this question.—W. W. Meissner.

7551. Glass, Stephen J. (San Bernardino Air Materiel Area, Calif.) **Helping groups make decisions.** *Personnel J.*, 1959 (Nov), 38, 208-209.—Before a group can come to a decision, it must be aware of the problem, define the problem, gather data, analyze data, generate and list alternatives. The status figure in the group can eliminate bottlenecks in this process of decision making by facilitating communications. He can do this by listening with understanding, expressing things in different ways to different people, diagnosing the pulse of his unit, and by reflecting content and feeling.—M. B. Mitchell.

7552. Goldberg, Alvin Arnold. (Northwestern U.) **An experimental study of the effects of evaluation upon group behavior.** *Dissertation Abstr.*, 1959 (Dec), 20, 2411.—Abstract.

7553. Goodchilds, Jacqueline D. (U. Delaware) **Effects of being witty on position in the social structure of a small group.** *Sociometry*, 1959 (Sep), 22, 261-272.—The hypotheses that a Sarcastic Wit would be perceived as influential but unpopular and a Clowning Wit as popular but without influence were tested utilizing the status judgments of 173 college students who first read a simulated small group interaction in the form of written fictional conversation. "The predicted relationships between being witty in the specified ways and position on the power and popularity dimensions were in general supported by the data." Judgmental basis, i.e., whether judgments were made in terms of the judge or in terms of the judge's estimate of the feelings of the fictional group members, and degree of funniness of the Wit were complexly related to the status judgments.—H. P. Shelley.

7554. Gough, Harrison. (U. California, Berkeley) **Theory and measurement of socialization.** *J. consult. Psychol.*, 1960 (Feb), 24, 23-30.—Arguments are given on a theory of socialization. In addition to a summarization, a method of psychological measurement is described.—A. A. Kramish.

7555. Harary, Frank. **A criterion for unanimity in French's theory of social power.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 168-182.—French's use of digraph theory in social psychology (see 31: 4473) is extended by providing a necessary and sufficient condition for the attainment of ultimate unanimity of opinions in a power structure. The isomorphism is demonstrated between French's formalization and the theory of higher transition probabilities in Markov chains. The concepts of "automorphic groups" and "power subgroups" are defined and developed.—A. E. Kuenzli.

7556. Hartley, Ruth E. (City Coll, NYC) **Personal needs and the acceptance of a new group as a reference group.** *J. soc. Psychol.*, 1960 (May), 51, 349-358.—A report of the relationship between the perceived ability of a group to satisfy the needs of its members and acceptance of that group as a reference group. Hypotheses referred to included the comparative as well as the absolute success of the new group in meeting the needs of the individual. Ss were 146 male freshmen at a municipal college, and data were obtained by means of questionnaires. While all hypotheses were supported by the data, the latter seemed to indicate that the absolute level of the ability of a given group to fulfill the needs of its members is more significant than its comparative standing in this respect in relation to other membership groups. The data were also interpreted to suggest the operation of a general personality tendency, evidenced by the comparative importance assigned to one's needs, in association with a tendency to the ready acceptance of a new group as a reference group.—Author abstract.

7557. Hartley, Ruth E. (City Coll, NYC) **Relationships between perceived values and acceptance of a new reference group.** *J. soc. Psychol.*, 1960 (Feb), 51, 181-190.—An investigation of the relationship between perception of value congruity and acceptance of a new reference group. Ss were 146 male college freshmen. By a ranking technique, scores were obtained showing the relative congruity between Ss' personal values, the values they perceived as characteristic of the new group (the college) and those they perceived as characteristic of their established groups. Results indicated that the greater the compatibility between the values of the individual and the perceived values of the new group, the more likely the individual is to accept the new group as a reference group.—Author abstract.

7558. Harvey, O. J., & Consalvi, C. (U. Colorado) **Status and conformity to pressure in informal groups.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 182-187.—Effect of group status on patterns of conformity was measured. Psychophysical judgments were made under varying conditions, one involving verbal suggestions. The least conforming were the high and low status individuals in the group; the 2nd-from-the-top status man was most conforming to judgments of others.—G. Frank.

7559. Horowitz, Frances Degen. (State U. Iowa) **The incentive value of social stimuli for preschool children.** *Dissertation Abstr.*, 1959 (Dec), 20, 2398-2399.—Abstract.

7560. Hudgins, Bryce B. (Washington U.) **Effects of group experience on individual problem**

solving. *J. educ. Psychol.*, 1960(Feb), 51, 37-42.—Inquiry was made to determine whether specification (citing the steps leading to solution) is related to the problem solving superiority of small groups over individuals, and whether individual problem solving ability improves as a result of group experience. Ss were 128 5th-grade girls and boys. They worked on sets of arithmetic problems under an experimental condition during the 3 days of Phase 1. Half the Ss worked as group members; half as individuals. Group members solved significantly more problems than Ss who worked alone. All Ss worked individually in Phase 2. No differences were found among Ss' scores in Phase 2. It was concluded that specification is not related to group problem solving effectiveness, and that group experience does not enhance individual problem solving.—Author abstract.

7561. Irving, John A. *The Social Credit movement in Alberta.* Toronto, Canada: Univer. Toronto Press, 1959. xi, 369 p. \$6.00.—Systematic study of the rise of the Social Credit movement in Alberta as a mass psychology movement. Study is based upon personal interviews and analysis of private papers, newspapers, government records, etc. Explanation of how the doctrines of Social Credit, promoted unsuccessfully in the United States and the British Commonwealth for nearly 20 years, won acceptance in Alberta in 1935.—D. W. Twedt.

7562. Jackson, Jay M. *A space for conceptualizing person-group relationships.* *Hum. Relat.*, 1959, 12, 3-15.—The aim is to followup research in group dynamics by conceptualizing variations of social structure within the Lewinian framework of constructs. "Although the model presented here deals with only two dimensions of admittedly complex phenomena, it may have some value for exploring a wide range of person-group relationships as they change over time." Attraction and acceptance are the major conditions considered.—M. York.

7563. Jahoda, Marie. (Brunel Coll. Technology) *Conformity and independence.* *Hum. Relat.*, 1959 (Apr), 12, 99-120.—Beginning with the notion that the conformity-nonconformity dichotomy is meaningless, the major types of variables producing conformity are mentioned. The author feels it makes psychological sense to speak of nonconformity, but prefers independent actions of persons. After a brief review of the literature, she concludes that new methods are required to understand better this "age of conformity." 58 refs.—M. York.

7564. James, W. T. (U. Georgia) *The development of social facilitation of eating in puppies.* *J. genet. Psychol.*, 1960(Mar), 96, 123-127.—2 groups of 5 puppies each were studied for the effect of social facilitation in eating as soon as they were weaned. On some days the members of each group were fed together, while on other days they were fed singly for a total of 40 days. The results indicated that social facilitation appeared after a number of social feedings in each animal except one. In one puppy it appeared on the first social feeding. Once social facilitation appeared the animals always ate more in the social situation. This study would seem to corroborate the previous one that secondary reinforcement of eating develops as the animals eat in groups and is not generalized from other forms of social activity.—Author abstract.

7565. Jones, Allan William. (Ohio State U.) *Age and decade changes in attitudes.* *Dissertation Abstr.*, 1960(Feb), 20, 3414-3417.—Abstract.

7566. Jones, Reginald Lanier. (Ohio State U.) *Some correlates of change following small group discussion-decision.* *Dissertation Abstr.*, 1960 (Mar), 20, 3855.—Abstract.

7567. Katz, Leo, & Proctor, Charles H. *The concept of configuration of interpersonal relations in a group as a time-dependent stochastic process.* *Psychometrika*, 1959(Dec), 24, 317-327.—If individuals in a group are asked to choose other members of the group for some mutual activity, then 3 2-person states are possible: mutual choice, one-way choice, and mutual nonchoice. Are the relative frequencies of these 3 states dependent upon the 2-person relations of an earlier period? If so, what is the nature of this dependence? If choice data is available for the group at 2 points in time, the 3×3 contingency table can be tested for independence by the usual chi square method. If chi square is large enough to reject the hypothesis of time-independence, then Markov processes are a possibility. A worked example presents chi square tests for constant first-order and second-order transition probabilities, showing that a first-order Markov chain fits the data fairly well.—A. Lubin.

7568. Keislar, Evan R. (U. California, Los Angeles) *The generalization of prestige among adolescent boys.* *Calif. educ. Res.*, 1959(Sep), 10, 153-156.—60 9th-grade, suburban junior high school boys with Otis scores over 100 were tested in groups of 3. High and low general information achievement scorers were identified. Ss then reacted, in a rotating pattern, to 26 2-choice items adapted from the Edwards' Personal Preference Schedule. High-achievement "peers" were imitated significantly more frequently than were low-achievement counterparts. A question is raised regarding the possibility of greater generalization.—T. E. Newland.

7569. King, Bert T. *Relationships between susceptibility to opinion change and child-rearing practices.* In Carl I. Hovland & Irving L. Janis (Eds), *Personality and persuasibility* (see 34: 7155). Pp. 207-221.—High school students checked their agreement on 45 opinion items using a 7-point scale. After 21 days, they again checked their agreement with the same opinion items, but this time the answers supposedly given by parents, teachers, or peers were indicated for each item on the questionnaires given to the 254 experimental Ss but not on the questionnaires given to the 44 control Ss. The experimental Ss showed a significant change. The girls changed their opinions significantly more than the boys. All Ss were given the Bell Adjustment Inventory and a questionnaire concerning their home life and attitudes toward their parents which covered parental domination, rejection, and aggression. No significant relationships were found between susceptibility and Bell Home Adjustment scale, parental rejection or parental aggression for either boys or girls. Girls showed a significant relationship between the parental domination scale and susceptibility, but boys did not. Individual items, however, indicated a tendency for parentally dominated boys with low rebellion scores and boys whose parents demanded

unquestioning obedience to have higher susceptibility scores.—*M. B. Mitchell.*

7570. Klaus, Rupert A. (George Peabody Coll. Teachers) **Interrelationships of attributes that accepted and rejected children ascribe to their peers.** *Dissertation Abstr.*, 1959(Dec), 20, 2412.—Abstract.

7571. Kojima, Hideo. (Kyōto U., Japan) **Oyako kankei to yōji no shakaika.** [Parent-child relationship and socialization of preschool children.] *Jap. J. educ. Psychol.*, 1960, 7, 200-209.—47 nursery school children, 5.97 mean age, were used. Parental acceptance and parental dominance were rated by nurses on a rating scale. Socialization of children was measured by a behavior scale and P-F test. A sociometric test was also administered. Results were as follows: Ss with high parental control (C-H) showed high behavior scores; though not significant, Ss of C-H tended to show low E%, high I% and M% in P-F test; the effect of parental control varied with different social status of the child; child's behavior in a group situation is a function of degree of frustration tolerance, group pressure, and socialization. 2 case reports. English summary.—*S. Ohwaki.*

7572. Leckie, Janet T. (New York U.) **Self-image of competence, peer-relations and anomie in a group of 10th grade girls.** *Dissertation Abstr.*, 1960(Mar), 20, 3872-3873.—Abstract.

7573. Levinger, George. **The development of perceptions and behavior in newly formed social power relationships.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 83-98.—In this experiment, 2-person groups worked on "city planning" kinds of problems under 2 conditions of manipulation: (a) the S's initial information about his partner in terms of "superiority" or "inferiority," (b) acceptant or rejectant behavior by the stooge toward the responses of his partner. Ss were 64 male undergraduates. Several hypotheses in the area of interpersonal perception and behavior were confirmed.—*A. E. Kuenzli.*

7574. Lippitt, Gordon L. (American U.) **Effects of information about group desire for change on members of a group.** *Dissertation Abstr.*, 1960 (Apr), 20, 4200.—Abstract.

7575. Littunen, Yrjö, & Gaier, Eugene L. (U. Helsinki, Finland) **Occupational values and modes of conformity.** *J. soc. Psychol.*, 1960(Feb), 51, 123-133.—To test the hypothesis that the acceptance or rejection of the so-called capitalistic occupational values of individualism and self-initiative are related to the modes of conformity of inner-direction and other-direction, a sample of 271 Ss drawn from the city of Turku, Finland, was asked to list 3 each of what they considered their greatest personality assets and liabilities. An index of so-called capitalistic occupational values of individualism and self-initiative was also obtained. That no significance was obtained between personality assets and self-initiative and group-initiative value supporters, nor between the personality assets and self-control and group-control values, was interpreted as a reflection of guilt wherein differential satisfactions and assets are not experienced as favorable, or admitted as such. The hypothesis of perceptual defense was posited to support these results, and is discussed in terms of the Finnish cultural setting.—Author abstract.

7576. Liverant, Shephard. (U. Colorado) **The use of Rotter's social learning theory in developing a personality inventory.** *Dissertation Abstr.*, 1959(Dec), 20, 2386-2387.—Abstract.

7577. Lorge, Irving, & Solomon, Herbert. (Columbia U.) **Group and individual performance in problem solving related to previous exposure to problem, level of aspiration, and group size.** *Behav. Sci.*, 1960(Jan), 5, 28-38.—Proposed and found evidence to support the assumption that groups are superior to individual problem solvers because if the group has only 1 member with the ability to solve the problem the group will solve it; and the probability of this is greater the larger the group. The factor of previous experience appeared quite important in problem solving and thus tends to make noncomparable studies done at different time periods where recent groups have increased experience with problems and puzzles. Level of aspiration was important to the extent that no individual without aspiration and working alone solved the problem; this tendency was carried over to group performance.—*J. Arbit.*

7578. Lucito, Leonard Joseph. (U. Illinois) **A comparison of the independence-conformity behavior of intellectually bright and dull children.** *Dissertation Abstr.*, 1960(Feb), 20, 3418-3419.—Abstract.

7579. Lundy, Richard McPherson. (Ohio State U.) **Assimilative projection in interpersonal perceptions.** *Dissertation Abstr.*, 1960(Feb), 20, 3382.—Abstract.

7580. Lutzker, Daniel Robert. (Ohio State U.) **Internationalism, sex-role and amount of information as variables in a two-person, non-zero sum game.** *Dissertation Abstr.*, 1960(Apr), 20, 4175-4176.—Abstract.

7581. Machotka, Otakar. (Harpur Coll.) **A contribution to the theory of culture change.** *Sociol. soc. Res.*, 1959(May-Jun), 43, 333-340.—The aim of this paper is to point out the need for research in an unexplored area and to denote its direction. The most important unconscious processes which are relevant to culture change are: perception; forgotten experiences; learning; habit routine, automatic behavior; imitation; cognition; sentiment and social ties. Generally 1 basic factor is the leading element in cultural patterns, but there are configurations or patterns which have 2 or more components. Among these the author discusses attitudes, values, norms, etc. Configurations may be produced by psychological laws, by culture, by the individual personality, and by unique conditions of the group.—*M. Muth.*

7582. MacKinnon, William J. (U. Arizona) **Behavioral research and intergroup communication.** *J. Psychol.*, 1960(Apr), 49, 339-348.—3 possible systems of communication among groups were described. These systems have become possible largely because of procedures developed in the behavioral sciences, e.g., content analysis. Prominent characteristics of the 3 models for communication are the personal anonymity of the individual communicators and intergroup messages which are representative of the views held in the participating groups. Reasons were presented for expecting that the communication systems, if actualized, would promote an increase in free expression and would further interest

in the communicative process. Relevant behavioral research was suggested.—Author abstract.

7583. Maier, Milton Herbert. (Purdue U.) Dogmatism related to attitudes toward adolescence as an institution. *Dissertation Abstr.*, 1960 (Jan), 20, 2890.—Abstract.

7584. Mann, John H., & Mann, Carola Honroth. (New York U.) The relative effectiveness of role playing and task oriented group experience in producing personality and behavior change. *J. soc. Psychol.*, 1960 (May), 51, 313-317.—An investigation is made of the effectiveness of task oriented study group activity and role playing activity in producing personality and behavior change. 72 Ss were randomly selected from a graduate course in Education. The Ss were stratified for race and sex and randomly assigned to groups of 8 which met over a period of 3 weeks, 4 times a week, for 1 hour. During the group meetings 6 of the groups engaged in self-directed role playing, and 3 groups engaged in task oriented study activity. An analysis of group member ratings obtained at the 3rd and 10th session indicated that study group members changed significantly more than role-playing group members on the variables of "desirability as a friend," "cooperativeness," and "general adjustment."—Author abstract.

7585. Marlowe, David. (Ohio State U.) Some personality and behavioral correlates of conformity. *Dissertation Abstr.*, 1959 (Dec), 20, 2388-2389.—Abstract.

7586. Mason, William A. (U. Wisconsin) Socially mediated reduction in emotional responses of young rhesus monkeys. *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 100-104.—"Two studies investigated the effect of various social stimuli upon emotional responsiveness of 12 young rhesus monkeys raised in the laboratory in the visual presence of other young monkeys. . . results suggest that the nature of Ss' previous social experience was an important determinant of stimulus effectiveness in reducing emotional distress. The capacity of a social stimulus to mitigate emotional disturbance did not appear to be dependent upon nor derived from feeding or other nurturant experience."—G. Frank.

7587. Michel, Ernst. (Akad. Arbeit, Frankfurt, Germany) Der Prozess Gesellschaft contra Person: Soziologische Wandlungen im nachgoetheischen Zeitalter. [The process society vs. person: Sociological changes in the post-Goethean era.] Stuttgart, Germany: Ernst Klett, 1959. 247 p. DM 14.80.—Goethe sought an immanent self-realization of the personality in a "silent" world. Author sees personality development in a historical "Lebensraum," in dialogue with Thou, responding to a personal calling from God, ready to meet an unknown future. The industrialized society needs 1-dimensional personalities and even the mass-produced recreation can not stop depersonalization. This damages marriage, father's role, and children's development. Needed is not adjustment to, but mastery of, the new situation. Family and small groups could become the nuclei for "Entmassung" ("de-massing"). The aged need opportunities to develop their specific creativity and wisdom made possible by a brain built to function 100-120 years.—E. Bakis.

7588. Milam, Albert Tennyson. (U. Oklahoma) Ego-involved judgments and socio-defined sex

roles. *Dissertation Abstr.*, 1960 (Jan), 20, 2938-2939.—Abstract.

7589. Mohanna, A. I., & Argyle, Michael. (Al-Azhar U., Cairo, Egypt) A cross-cultural study of structured groups with unpopular central members. *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 139-140.—"This paper reports an experiment on the performance of small social groups with restricted channels of communication." Central members of 2 kinds of group structures, "wheel" and "circle," were selected on the basis of being either popular or unpopular. Groups that are formed on the basis of a "wheel" seem to function better than "circle" groups or wheel groups with unpopular leaders.—G. Frank.

7590. Morton, Anton S. (Princeton U.) Similarity as a determinant of friendship: A multi-dimensional study. *Dissertation Abstr.*, 1960 (Mar), 20, 3857-3858.—Abstract.

7591. Noll, Victor H. (Michigan State U.) Relation of scores on Davis-Eells Games to socioeconomic status, intelligence test results, and school achievement. *Educ. psychol. Measmt.*, 1960, 20, 119-129.—The Davis-Eells Games, Otis Quick-Scoring Tests, and a questionnaire on the father's occupation were given to 313 children in Grades 2-6 in a medium-sized midwestern industrial city. The California Achievement Test was also given in the 3rd and 4th grades. Intercorrelations obtained showed nearly a zero r between the Davis-Eells IPSA (Index of Problem Solving Ability) and socioeconomic status. For the Otis and the IPSA the mean r was $.40 \pm .07$ and $.27 \pm .14$ between IPSA and the California scores. The Otis and the California scores had r 's of $-.35$ and $-.30$ respectively with the socioeconomic index. The implications of these findings are discussed.—W. Coleman.

7592. Nuyens, F. J. C. J. Interpretatie: Een moeilijk onderdeel van de kunst van het leidinggeven. [Interpretation: A difficult aspect of the art of leadership.] *Mens Onderneming*, 1959 (Nov), 13, 342-348.—A leader needs to be a good listener even more than a good speaker. Prejudgments and stereotyping should be avoided in evaluating interviews and interviewees. It is desirable to choose the most favorable interpretation when possible. Merit-rating depends on skillful interpretation of interview material by the industrial leader.—S. Duker.

7593. Opler, Marvin K. (Ed.) Culture and mental health. New York: MacMillan, 1959. xxi, 533 p. \$8.75.—7 reprinted articles. 8 1957 symposium papers, and 8 new contributions were selected to be representative of the diversity of world cultures and alternative analytic methods. Anthropological field observation, psychoanalysis, sociology, and public health statistics are employed to illustrate the variable effects of culture and stress on mental health.—R. L. Sulzer.

7594. Ostow, M. The control of human behavior. *Int. J. Psycho-Anal.*, 1959, 40, 273-286.—The behavior of others can be influenced by logical demonstration, or by manipulating instinctual mechanisms. The latter method includes inducing regressive attitudes in the individual, for they make him more amenable to outside control. Knowledge by an individual of psychoanalytical principles enables him to resist emotional influence.—G. Elias.

7595. Pinkard, Calvin M., Jr. (U. Florida) **Effects of three attitudinal factors on initial impressions of individuals.** *Dissertation Abstr.*, 1960 (Jan), 20, 2924.—Abstract.

7596. Purcell, Kenneth; Modrick, John A., & Yamahiro, Roy. (U. Kentucky) **Item vs. trait accuracy in interpersonal perception.** *J. gen. Psychol.*, 1960 (Apr), 62, 285-292.—One purpose was to investigate generality of accuracy between persons, traits, and measures. Another was to evaluate the effect upon accuracy with and without knowledge of results. The findings on generality of accuracy between targets, traits, and measures were negative. A question was raised about the nature of the accuracy criterion since there was no consistent relationship between item accuracy and trait accuracy. Knowledge of sex and educational status alone led to significantly more hits than when Ss were given not only this information but also item by item knowledge of a particular target's responses. In contrast to this loss of accuracy for the item accuracy measure, there appeared some tendency for a gain in trait score accuracy with additional data.—Author abstract.

7597. Radloff, Roland Walter. (U. Minnesota) **Opinion and affiliation.** *Dissertation Abstr.*, 1959 (Dec), 20, 2403.—Abstract.

7598. Redlich, F. C., & Pepper, Max P. (Yale U.) **Review of psychiatric progress 1959: Social psychiatry.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 611-616.—N. H. Pronko.

7599. Rettig, Salomon; Jacobson, Frank N., & Pasamanick, Benjamin. (Psychiatric Inst., Columbus, O.) **Attitude toward status and its effect upon status judgments.** *J. soc. Psychol.*, 1960 (May), 51, 331-341.—A group of 288 judges attaching high importance to status was compared to a group of 177 judges attaching low importance to status, with respect to status judgments of various occupations under conditions of high, medium, and low personal involvement, and following shifts in reference groups (own profession, professional counterpart, and general public). The magnetic board rating technique was used to obtain the judgments. The attitude toward status affected status judgments most under conditions of low personal involvement. Shifting the reference group produced a separate effect. It was concluded that the attitude toward status has an important effect upon status judgments under conditions of high personal involvement, which can be brought to light only when the reference group remains constant.—Author abstract.

7600. Rhine, Ramon J. (System Development Corp., Lodi, N.J.) **The effect of peer group influence upon concept-attitude development and change.** *J. soc. Psychol.*, 1960 (Feb), 51, 173-179.—A test was made of the joint effect of peer group responses and consistency of reinforcement upon concept-attitude development, strength, and change. The traits of a fictional group were predicted by S, and E said after each prediction whether S was correct or not. Some Ss made their predictions after hearing peer responses which were always or almost always contradictory to E's response. Other Ss made their predictions after hearing peer responses. It was found that peer responses enhance concept-attitude development and influence concept-attitude change in interaction with consistency of reinforcement. The

results were explained in terms of the cue value of peer reactions and the relative discriminativeness of the concept-attitude.—Author abstract.

7601. Rhodes, William Conley, Jr. (Ohio State U.) **The influence of generalized and specific expectancy upon categorization of cue-reinforcement sequences.** *Dissertation Abstr.*, 1960 (Feb), 20, 3389-3390.—Abstract.

7602. Rosen, Sidney. **Effects of adjustment on the perception and exertion of social power.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 69-82.—An analysis of data from studies at 2 summer camps for preadolescent and adolescent boys. "... those who are better adjusted in previous social environments are more likely, in a new group context, to perceive accurately their own relative power, to perceive accurately the power positions of others, to agree with each other about who holds what position of power in the group, to achieve greater success in influencing other group members, and to be perceived by other group members as having greater power." 20 refs.—A. E. Kuenzli.

7603. Rosenberg, Leon Aaron. (Purdue U.) **An empirical investigation of the relationships between group size, prior-experience, response-certainty, and conformity.** *Dissertation Abstr.*, 1960 (Jan), 20, 2925.—Abstract.

7604. Ruff, George E., Leve, Edwin Z., & Thaler, Victor H. (Wright-Patterson AFB, O.) **Studies of isolation and confinement.** *Aerospace Med.*, 1959 (Aug), 30, 599-604.—2 types of experiments to study the influence of isolationist confinement on behavior were undertaken. In the 1st, confinement was studied under simulated operational conditions by placing groups of 5 men for 5 days in a compartment 17 ft. long, 7 ft. wide, and 6 ft. high. Behavioral measures were selected to allow observation of the group as a whole, as well as of the individuals who formed it. These permitted description of both overt behavior and less apparent, but conscious attitudes. In the 2nd type of experiment the objective was to find how different individuals react to unusual situations. Results are discussed in terms of a member of group observational measures, psychiatric, physiological, and biochemical test measures.—A. Debons.

7605. Shelley, Harry P. (U. Nebraska) **Status consensus, leadership, and satisfaction with the group.** *J. soc. Psychol.*, 1960 (Feb), 51, 157-164.—It was hypothesized that the degree of agreement among the group members on who ranked first on a continuum defined as leadership is related to satisfaction with the group. 3 indices of agreement on the first rank were developed including an entropy measure. Members of 13 girls' clubs (230 Ss) rated their group on its effectiveness in attaining group goals and ranked in order 3 or more group members who did the most in helping the group attain its goals. 2 sources of variance in satisfaction with the group were ascertained: (a) whether or not S ranked the high ranking group member first, and (b) the degree of agreement in the group on first rankings. The findings are related to status consensus, focused vs. distributed leadership, and group effectiveness.—Author abstract.

7606. **Sommer, Robert.** (Saskatchewan Hosp., Weyburg, Canada) **Studies in personal space.** *Sociometry*, 1959(Sep), 22, 247-260.—In a study of the ecology of small discussion groups S's choice of a seating position around a rectangular table in a cafeteria was observed. During a noon meal people in neighboring chairs interact more, with corner chair neighbors showing the highest interaction. In groups of 2 and 3, preferences are for corner chairs. Seating choice when 1 person was already seated was also studied as a function of the sex of each person. The behavior of schizophrenic patients was studied and contrasted to nonschizophrenic mental patients. 17 refs.—H. P. Shelley.

7607. **Southall, Aidan.** **An operational theory of role.** *Hum. Relat.*, 1959, 12, 17-34.—A social scientist in South Africa explores the possibility of refining the concept of role to provide a frame of reference for certain types of empirical research "to which present theory seems ill adapted." To illustrate, consideration is given to sociological significance of urban and rural forms of social life, with problems such as status differences, social disintegration, and technological development. 15 refs.—M. York.

7608. **Spivack, Sydney Shepherd.** (Columbia U.) **Religious attitudes of physicians and dissemination of contraceptive advice.** *Dissertation Abstr.*, 1960(Mar), 20, 3873-3874.—Abstract.

7609. **Steiner, Ivan D.** (U. Illinois) **Human interaction and interpersonal perception.** *Sociometry*, 1959(Sep), 22, 230-235.—A number of the problems which have received little or no attention in the study of interpersonal perception are discussed. In studying the accuracy of interpersonal perception too little attention has been given to S's motives and to the fact of his participation in a role structure. The study of assumed similarity does not avoid the problems associated with accuracy of interpersonal perception; rather it demands a measure of accuracy.—H. P. Shelley.

7610. **Stillman, June G., Guthrie, G. M., & Becher, S. W.** (Pennsylvania State U.) **Determinants of political party preference.** *J. soc. Psychol.*, 1960(Feb), 51, 165-171.—The roles of information, attitudes, and social pressures as determinants of party preference were studied on male college students over a period of a year leading up to the 1956 presidential election. Hypotheses concerning these determinants were drawn and tested. The results of the analysis of the responses of 431 Ss indicate that high relationships exist between the Ss' preferences and those he reports for his parents and friends. His social aspirations and party preference appear to be related. His party identification is associated with a tendency to attribute popular causes and national policies of long standing to his own party. The independent and undecided voter is, in this study, apparently indifferent and less well informed than those with traditional party preferences.—J. G. Stillman.

7611. **Stotland, Ezra.** **Peer groups and reactions to power figures.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 53-68.—"The results of this experiment are consistent with the hypothesis that supportive peer groups serve to heighten persistence toward own goals and aggressiveness in the face of a threatening power." The task was to design a city layout using wooden models. Ss were male undergraduates, 36 in the "alone" condition and 72 in 36 groups in the "membership" condition.—A. E. Kuenzli.

7612. **Summers, Donald Arthur.** (U. Nebraska) **Theories of the self: An analytical study of some perspectives.** *Dissertation Abstr.*, 1960(Feb), 20, 3419.—Abstract.

7613. **Tresselt, M. E.** (New York U.) **The responses and frequencies of responses for 122 subjects (ages 42-54 years) to the Kent-Rosanoff Word List.** *J. psychol. Stud.*, 1960, 11, 118-146.—This list of the responses and frequencies of responses of male and female Ss aged 42-54 years is the 6th of a series (see 34: 1431) and represents samplings from various parts of the country and from various occupations.—M. S. Mayzner.

7614. **Wolman, Benjamin B.** (Queens Coll., Flushing) **Impact of failure on group cohesiveness.** *J. soc. Psychol.*, 1960(May), 51, 409-418.—2 hypotheses were experimentally tested: (a) group cohesiveness in instrumental and vectorial groups is more highly correlated to power, and in mutual acceptance groups to acceptance. Cohesiveness was defined as the tendency of individuals to stay in the group. (b) In failure, cohesiveness suffers least in vectorial and most in instrumental groups. The method used was Wolman's statogram which measures how people perceive each other in terms of power and acceptance. The reported experiment confirmed both hypotheses.—Author abstract.

7615. **Wood, Edwin C.** (U. Oklahoma) **Self-concept as a mediating factor in social behavior.** *Dissertation Abstr.*, 1960(Jan), 20, 2896.—Abstract.

7616. **Zander, Alvin; Cohen, Arthur R., & Stotland, Ezra.** **Power and the relations among professions.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 15-34.—The research reported here is concerned with "the beliefs which members of three different occupations have about one another and the way in which these beliefs are determined by an individual member's role and power." The occupations are psychiatry, clinical psychology, and psychiatric social work.—A. E. Kuenzli.

7617. **Ziller, Robert C., & Behringer, Richard.** (U. Delaware) **Group persuasion by the most knowledgeable member under conditions of incubation and varying group size.** *J. appl. Psychol.*, 1959(Dec), 43, 402-406.—How do group size and recesses affect ability of the most knowledgeable member to influence the group? 199 Ss in groups of 2-5 persons performed with each group having an informed accomplice. 2- and 5-person groups were most accurate, satisfied, and influenced. Recesses decreased the effectiveness of the E's accomplice.—J. W. Russell.

7618. **Ziller, Robert C., & Behringer, Richard D.** (U. Delaware) **Assimilation of the knowledgeable newcomer under conditions of group success and failure.** *J. abnorm. soc. Psychol.*, 1960(Mar), 60, 288-291.—"It was proposed that a new member may be perceived as either a resource or as an unwelcome source of disruption, depending upon the needs of the group. . . [and] it was hypothesized that a new-

comer is accepted more readily by a group with a history of failure than by a successful group." Hypotheses supported and meaning of results discussed.—G. Frank.

7619. **Zimbardo, Philip G.** (Yale U.) **Involvement and communication discrepancy as determinants of opinion conformity.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 86-94.—"This research studied the relationship between conformity and (a) the extent of the discrepancy between the opinions of a communicator and a recipient and (b) the degree of involvement of the recipient. These variables are central to a dissonance theory analysis of the social influence process, as well as to many previous investigations of attitude change. It can be derived from the theory that opinion change increases with increases in both involvement and discrepancy between communicator and recipient." "... opinion conformity [did increase] ... as a function of involvement and discrepancy. This theory with its consideration of the tension-producing effects of these variables, provides a sound framework for the understanding of some of the dynamics of social influence."—G. Frank.

(See also Abstracts 6701, 7134(a), 7151(a), 7178, 7179, 7363(a), 7375, 7389, 7476, 7477, 8101, 8105(a))

METHODS & MEASUREMENTS

7620. **Bartlett, Claude J., Heermann, Emil, & Rettig, Salomon.** (Psychiatric Inst., Columbus, O.) **A comparison of six different scaling techniques.** *J. soc. Psychol.*, 1960 (May), 51, 343-348.—The study compared a new scaling method, the magnetic board rating technique, to 5 popular techniques: paired comparison, ranking, Likert, graphic rating, and equal appearing intervals. The stimuli consisted of 20 occupations selected from the North-Hatt Scale. 80 Ss rated the occupational status, with half the Ss using any 2 techniques. The results indicated little difference in scale values or reliability for mean scale values. The paired comparison and ranking techniques were found to be superior in reliability for a single judge. It was concluded that all 6 scaling techniques were equally accurate measures of scale value.—Author abstract.

7621. **Cline, Victor B., & Richards, James M., Jr.** (U. Utah) **Accuracy of interpersonal perception: A general trait?** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 1-7.—After viewing filmed interviews, judges made predictions in regard to behavior which would be subsequent to certain stated conditions, personality traits, how an opinion might be expressed by the observed S, and how the observed S might complete certain sentences. A general ability to perceive others accurately was isolated, and seen to be related to the factor of "sensitivity to the generalized other" and "interpersonal sensitivity." The relationship to related empirical and theoretical work is discussed.—G. Frank.

7622. **Hood, Paul Douglass.** (Ohio State U.) **Q-methodology: A technique for measuring frames of reference.** *Dissertation Abstr.*, 1960 (Jan), 20, 2935-2937.—Abstract.

7623. **Thouless, Robert, H.** (U. Cambridge, England) **Effect of prejudice on reasoning.** *Brit. J.*

Psychol., 1959 (Nov), 50, 289-293.—A revised form of a 1939 test originally published as a book appendix. The test purports to measure the extent to which different individuals are inclined to judge the logic of an argument as sound or unsound in accordance with their agreement or disagreement with its conclusion. Series A contains 16 short, easy items; Series B contains 20 longer, harder, items. Possible test improvements are suggested.—C. M. Franks.

CULTURES & CULTURAL RELATIONS

7624. **Anderson, A. W.** (U. Western Australia, Perth) **Personality traits of Western Australian University freshmen.** *J. soc. Psychol.*, 1960 (Feb), 51, 87-91.—A comparison is made of the scores on Form A of the 16 PF Questionnaire of 290 male and 138 female freshmen entering the University of Western Australia in 1958 and comparable American freshmen groups' scores on the 16 PF Tabular Supplement. A provisional age correction is shown. Significant differences are shown on Factors A, B, G, H, L, M, N, and Q2 for males and on Factors A, B, F, H, I, L, N, O, and Q2 for females. This suggests that there are real differences between American and Western Australian freshmen, and that American freshmen are more sociable, more outgoing, relaxed, and group dependent, and that American females are more practical and less effeminate than Western Australian females. The age corrections have little effect on these figures. Sex differences indicated in American figures also appear in the Western Australian group. No significant differences between the 2 cultural groups in ego-strength, dominance, radicalism, self-sentiment formation, and ergic tension.—Author abstract.

7625. **Arndt, Paul.** **Tod und Jenseitsvorstellungen bei den Ngadha auf Flores.** [Death and conceptions of the other world among the Ngadha on Flores.] *Anthropos*, 1959, 54, 370-376.—The primitive beliefs of these natives regarding the nature of death and the life after death are examined. Customs observed with the dying, burial customs, and beliefs in immortality are discussed. The Ngadha believe that every man has 2 souls: one from the god Déva, and the other from his ancestors. At death the former returns to Déva and the latter joins the ancestors, but only after the death-feast has been celebrated.—W. W. Meissner.

7626. **Bloom, Leonard.** (U. Natal, South Africa) **Self concepts and social status in South Africa: A preliminary cross-cultural analysis.** *J. soc. Psychol.*, 1960 (Feb), 51, 103-112.—A projective questionnaire was given to 94 university students of politics in the University of Natal and the University College of Fort Hare, with the following questions: (a) If you could change yourself in any way, in what way would you change? (b) What sort of person do you most despise? (c) What sort of person do you most admire? (d) What is your highest secret ambition? (e) Give a rough sketch of what sort of person you expect to be 10 years from now? The responses of the whites differed consistently from those of the nonwhites in that the nonwhites were concerned with problems arising from their struggle for political and social freedom and with the effects of ethnic discrimination, while the whites were lacking in political and social concern. The

future picture of the nonwhites was pessimistic and despairing; that of the whites complacent and conventional.—Author abstract.

7627. Budner, Stanley. (Columbia U.) **Individual predispositions and external pressures: A note on determinants of attitudes.** *J. soc. Psychol.*, 1960 (Feb), 51, 145-156.—It was hypothesized that a negative relationship between scores on the California F Scale and favorable attitudes toward socialized medicine exists among medical students as well as in the population at large. The junior and senior classes at a midwestern medical school and the senior classes at 2 eastern medical schools were given questionnaires included in which were a version of the California F Scale and a question tapping attitudes toward socialized medicine. The postulated negative relationship was found in all 4 samples. Previous research had shown no relationship between these 2 variables in a medical student sample. An analysis of our data showed that many of the items in the version of the F Scale used did not discriminate among medical students. Association between F Scale items and attitudes toward socialized medicine is to some extent a positive function of the item's ability to discriminate along the authoritarian dimension.—Author abstract.

7628. Curti, Margaret Wooster. (3516 Tallyho Lane, Madison, Wis.) **Intelligence tests of white and colored school children in Grand Cayman.** *J. Psychol.*, 1960 (Jan), 49, 13-27.—All tests were devised or adapted in Jamaica in consultation with native Jamaicans. All school children on the island through the age of 10 were tested, and all older children for whom complete data could be found. The commonly found black inferiority on intelligence tests occurred only in tests for younger children which did not show the advance in age expected of a good test, and in the most academic tests for older children. On 3 out of 5 performance tests there were no significant color differences among juniors. The same dark-colored seniors who were inferior to whites in verbal classification, opposites, and analogies, did fully as well in all the nonlanguage tests, including pictorial classification. The older colored pupils did as well as the whites in the test involving number relationships and in the final "reasoning test." The present study does not lend support to the conclusion that colored inferiority in intelligence tests has a racial basis.—C. Murchison.

7629. D'Souza, Victor S. **Social reorganization and marriage customs of the Moplahs on the southwest coast of India.** *Anthropos*, 1959, 54, 487-516.—The impress of Arab culture on the Shafi'i Muslims on the west coast of India, the Moplahs, is discussed in regard to the kinship organization, property concepts, social stratification, and marriage customs. A 3-fold kinship system is observed based on the Arabic system, the indigenous patrilineal system, or the indigenous matrilineal system. The Moplahs form several endogamous groups, and marriages are normally endogamous. Hypergamous marriages are rarely permitted and only between the male of a superior and the female of an inferior group. The "mahr" (formal nuptial gift to the wife) is fixed by custom.—W. W. Meissner.

7630. Filella, James F. (Fordham U.) **Educational and sex differences in the organization**

of abilities in technical and academic students in Colombia, South America. *Genet. psychol. Monogr.*, 1960 (Feb), 61, 115-163.—This investigation attempted to study the organization of abilities of students in relation to the particular type of education they had received, and in relation to socioeconomic differences. The experimental design involved the comparison of the factor patterns of 4 groups of high school students in Colombia, South America. The groups were equated with regard to age, years of training, and geographical composition. 2 factors were extracted for each of the groups. For the 3 groups of academic high school students, the nature of the 2 factors showed a striking similarity, regardless of socioeconomic and sex differences, one factor being verbal, the other nonverbal in nature. This finding was interpreted as supporting the major hypothesis under study, since for the technical school boys both factors were clearly nonverbal. Socioeconomic and sex differences appeared in the rotated factor patterns in that the groups of students of lower socioeconomic level tended to show less differentiation of abilities than students in the upper social class and in that the abilities of boys were less differentiated than those of girls in the samples studied. Socioeconomic and sex patterns appeared to be related to the degree of trait differentiation. Educational factors seemed to be linked to the nature of the factor patterns. On the basis of these results, the present-day trend towards a greater recognition of the importance of specific life experiences has received further support.—Author abstract.

7631. Fitzpatrick, Richard Stanislaus. (American U.) **A study of the relationship of social class and opinion in Rio de Janeiro, Brazil.** *Dissertation Abstr.*, 1960 (Jan), 20, 2934.—Abstract.

7632. Frymier, Jack R. (Auburn U.) **Aural perceptions of authoritarians in different cultural situations.** *J. exp. Educ.*, 1959 (Dec), 28, 163-169.—People with different cultural backgrounds (Northern and Southern) were studied to examine the extent to which cultural situations were related to certain aural perceptions. The Ss were 22 girls and 42 boys from urban Michigan and 48 girls and 43 boys from rural Alabama. Differences in the number and accuracy of perception were reported between the Northern and Southern groups and between authoritarian and nonauthoritarian groups.—E. F. Gardner.

7633. Frymier, Jack R. (Temple U.) **Relationship between church attendance and authoritarianism.** *Relig. Educ.*, 1959 (Jul-Aug), 54, 369-371.—288 high school students from a rural area in Alabama, a metropolitan area in Michigan, and a small city in Florida were tested with the F Scale to determine relationship of authoritarianism and frequency of church attendance. There was no significant correlation between the 2 factors, although girls tended to be more authoritarian and attended church more frequently.—G. K. Morlan.

7634. Gaier, Eugene L., & Wambach, Helen S. (Louisiana State U.) **Self-evaluation of personality assets and liabilities of Southern white and Negro students.** *J. soc. Psychol.*, 1960 (Feb), 51, 135-143.—To assess the direction of differences in self-evaluation of personality assets and liabilities, 223 white and 221 Negro undergraduates listed 3

each of what they considered their greatest personality assets and liabilities. White males showed significantly fewer socially oriented responses than both white females and Negro males and females in the assets listed. Socially oriented responses were listed significantly more often than character or achievement oriented responses for all groups, though significantly less frequently for the white males. No significant differences in responses to the liabilities listed were found among the 4 groups.—Author abstract.

7635. Glasner, Samuel. (Board Jewish Education, Baltimore, Md.) **A self-survey of a congregation's social attitudes.** New York: Union of American Hebrew Congregations, 1959.—Responses of 100 members of Temple Emanuel of Baltimore to a 91-item Likert-type opinionnaire on issues of ethnocentrism, politicoeconomic conservatism, religion, and various other social problems. Preliminary results given in terms of gross percentages of positive and negative responses and significance of differences between high and low scorers. These results were then used in the planning of educational and social-action programs and projects for the congregation.—Author abstract.

7636. Green, Helen B. (Wesleyan U.) **Comparison of nurturance and independence training in Jamaica and Puerto Rico, with consideration of the resulting personality structure and transplanted social patterns.** *J. soc. Psychol.*, 1960 (Feb), 51, 27-63.—Where economies were matched, the differences in child-raising patterns have been the product of different values in the Spanish and the English cultural tradition. These differences make for profound differences in nurturance and independence training which in turn form the adult personality. When these people migrate, the areas of conflict and strength remain the same. The most interesting development of this study is the contrasting balance in areas of strength and conflict between Puerto Ricans and Jamaicans. Puerto Ricans are strong in their contiguities of encouragement, their extensive social relationships, and the ideals of pessimism and acceptance. The Jamaicans are weak in home security, high in frustration-aggression, and high in extra- and intrapunitiveness toward the necessities of competition. The Puerto Ricans are weakened by worry over male dominance, female martyrdom, and the leveling weight of the social web. Jamaicans are strong in sexual adjustments, female equalities, and freedom.—Author abstract.

7637. Greenfield, Robert Walter. (Ohio State U.) **Factors associated with white parents' attitudes toward school desegregation in a central Florida community.** *Dissertation Abstr.*, 1960 (Mar), 20, 3871-3872.—Abstract.

7638. Harper, Edward B. (Bryn Mawr Coll.) **Two systems of economic exchange in village India.** *Amer. Anthropologist*, 1959 (Oct), 61, 760-778.—Hereditary clients, a restricted geographical area of practice, and enduring economic alliances with members of other castes characterize the Jajmani system. The endurance of this system near villages using the Malnad form of money payment system is explained by the differing economic base of the group. Jajmani is found with interdependence

of castes and a subsistence crop, whereas Malnad villages grow primarily a cash crop.—R. L. Sulzer.

7639. Hathaway, Starke R., Monachesi, Elio D., & Young, Lawrence A. **Rural-urban adolescent personality.** *Rural Sociol.*, 1959 (Dec), 24, 331-346.—The MMPI was administered to 15,000 Minnesota 9th graders and rural-urban differences were noted. Rural children, in general, express more feelings of shyness, self-depreciation, and suspicion of others. Urban children are more apt to express feelings of rebellion against authority, to be less self-critical, and less suspicious of the motives of others.—H. K. Moore.

7640. Kingston, Albert J., & Newsome, George L. (U. Georgia) **The relationship of two measures of authoritarianism to the Minnesota Teacher Attitude Inventory.** *J. Psychol.*, 1960 (Apr), 49, 333-338.—Although the MTAI contains a variety of items which reflect on the attitudes which teachers bring to their classrooms, a number appear to measure attitudes which reflect on the interpersonal relationships between pupil and teacher. Such items may be regarded as measuring attitudes which are reflective of authoritarian patterns of behavior. This study illustrates the relationship between teacher attitudes as measured by the MTAI and authoritarian patterns as measured by 2 independently developed instruments, (WSF and ICAP). The WSF Scale, Inventory of Classroom Administrative Philosophy, and MTAI were administered to 79 female elementary teachers. Significant correlations were obtained among all 3 instruments. An item analysis was made to determine which items discriminated, but attempts of a "jury" to categorize the items yielded little agreement. It was concluded that all 3 instruments in part measure similar or identical patterns of personality.—Author abstract.

7641. Kirkhart, Robert Olin. (Ohio State U.) **Psychological and social-psychological correlates of marginality in Negroes.** *Dissertation Abstr.*, 1960 (Apr), 20, 4173.—Abstract.

7642. Lambert, W. E., Hodgson, R. C., Gardner, R. C., & Fillenbaum, S. (McGill U., Canada) **Evaluational reactions to spoken languages.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 44-51.—Regarding language as an identifying feature of a national or cultural group, English and French students were asked to evaluate English-speaking and French-speaking speakers. Bilingualists were used who recorded passages in both French and English. Ss rated on the basis of traits related to desirability in regard to friendship, e.g., dependability, intelligence, character, etc. As expected, English students rated those speaking in English more favorably; unexpectedly, so did the French students. The findings are interpreted in the light of the effect of cultural stereotypes.—G. Frank.

7643. Landy, David. (Harvard Medical School) **Tropical childhood: Cultural transmission and learning in a rural Puerto Rican village.** Chapel Hill, N.C.: Univer. North Carolina Press, 1959. xii, 291 p. \$6.00.—Intensive anthropological field study of family patterns and child rearing in 1 Puerto Rican Community. Focused on 18 cane worker families: values and practices of marriage, community relations, and child training. Socialization is treated largely under 3 developmental systems:

dependency, aggression, and identification and super-ego development, using both psychoanalytic and learning theory as framework. Includes statistical comparison with selected New England community, using semistructured interviews of mothers and recorded free doll play. 38 tables, 139 refs.—H. Champney.

7644. LeVine, Robert A. **Gusii sex offenses: A study in social control.** *Amer. Anthropologist*, 1959 (Dec), 61, 965-990.—Etiology of rape, a crime with a frequency of 47 per 100,000 among Gusii, is analyzed. Normal sex among Gusii involves male force with sadistic overtones and female resistance. This seems related to hostility of exogamous clans, and rape can be seen as an extension of the pattern under pressure of sex frustration. Such frustration arises from enforced restrictions on intracran activity, provocative but inhibited behavior of girls, and high bridewealth rates in cattle. The respective contributions to social control of structural barriers such as spatial segregation of the sexes and of socialized inhibitions based on anticipations of penalties are discussed.—R. L. Sulzer.

7645. Lipetz, Milton E. (Ohio State U.) **The effects of information on the assessment of attitudes by authoritarians and nonauthoritarians.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 95-99.—"This study was concerned with the effects of differentially relevant information on social judgments of authoritarians and nonauthoritarians. After listening to standard recorded interviews, the content of which was derived from the theoretical clusters of the F scale, Ss made judgments about the respondent's F scale attitudes and his values. It was hypothesized that Ss low in F are better able to use information for making accurate judgments. On the whole, results confirmed the hypothesis, although there was some evidence that Ss low in F, as well as those high in F, tended toward stereotyped thinking."—Author abstract.

7646. Lipset, Seymour M. **Social stratification and "right-wing extremism."** *Brit. J. Sociol.*, 1959 (Dec), 10, 346-382.—A study of the bases of different modern mass movements suggests that each major social stratum has both democratic and extremist political expressions. This paper deals with the social class factors in right-wing extremism, e.g., McCarthyism and its support by small businessmen, Peronism as the fascism of the lower class, etc. Various extremist movements wax or wane depending on whether they adequately win and retain the support of the strata whom they are trying to represent and lead.—R. M. Frumkin.

7647. Middleton, Russell, & Grigg, Charles M. **Rural-urban differences in aspirations.** *Rural Sociol.*, 1959 (Dec), 24, 347-354.—Ss were 2183 Florida 12th-grade students. There were no significant rural-urban differences in the aspirations of Negroes. White urban males tended to aspire higher than those from rural areas. White urban females aspired higher educationally but not occupationally.—H. K. Moore.

7648. Mogar, Robert E. (State U. Iowa) **Three versions of the F Scale and performance on the Semantic Differential.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 262-265.—"On the basis of postulated characteristics of the authoritarian personality, it

was expected that Ss scoring high on an authoritarian scale would have a greater tendency to make extreme judgments [on the Osgood scale] than low-scoring Ss and that this tendency would be greater with respect to controversial social concepts than with respect to noncontroversial concepts." The hypothesis was validated on the regular form of the F Scale, but not on the reversed.—G. Frank.

7649. Morris, H. S. (London School Economics, England) **The Indian family in Uganda.** *Amer. Anthropologist*, 1959 (Oct), 61, 779-789.—Several factors explain the fading of the joint patrilineal family. Indian immigration was by individuals, not village groups. Laws forbidding land ownership by Indians and income tax bookkeeping promote partnerships and corporations. Further, independent caste and sect groups do not unite in common action as an Indian community.—R. L. Sulzer.

7650. Norman, Ralph D., & Mead, Donald F. (U. New Mexico) **Spanish-American bilingualism and the Ammons Full-Range Picture Vocabulary Test.** *J. soc. Psychol.*, 1960 (May), 51, 319-330.—Major findings are: (a) bilingualism remains constant in 3 age groups (17, 18, and 19) although greater than for a New York sample; (b) there is a significantly negative correlation ($-.26$) between schooling and bilingualism; (c) there is a stronger negative correlation ($-.49$) between bilingualism and FRPV, dropping to $-.44$ when schooling is partialled out; (d) a positive r of $.62$ exists between schooling and FRPV; (e) significant urban-rural differences exist both in bilingualism and FRPV; (f) Spanish-Americans score considerably lower than Anglos on FRPV, there being an increasing difference in score between both groups from ages 7-19.—Author abstract.

7651. Plant, W. T. **Rokeach's Dogmatism Scale as a measure of general authoritarianism.** *Psychol. Rep.*, 1960, 6, 164.—A replication of Rokeach's (see 31: 7742) data is described. D, E, and F scales were given to American college students. The rs for the 2 studies were similar, supporting Rokeach's contention that the Dogmatism Scale is less loaded with prejudice than the California F Scale, and is a better measure of authoritarianism than the California F Scale.—C. H. Ammons.

7652. Rath, R., & Sircar, N. C. (Utkal U., India) **The cognitive background of six Hindu caste groups regarding the low caste untouchables.** *J. soc. Psychol.*, 1960 (May), 51, 295-306.—3 high and 3 lower caste Hindu groups were asked to express their views on certain problems supposed to tap their belief structures. Each of the caste groups had 100 Ss. The great majority of both high and lower caste Hindus believe that untouchability is due to the unlawful acts of the upper caste people, tradition, and other social factors. Belief in educational equality was more widespread among the upper caste people. Most of upper and lower caste people were opposed to revolution, but preferred peaceful methods of solving the problems of untouchability.—C. Murchison.

7653. Rath, R., & Sircar, N. C. (Utkal U., India) **The mental pictures of six Hindu caste groups about each other as reflected in verbal stereotypes.** *J. soc. Psychol.*, 1960 (May), 51, 277-293.—6 Hindu caste groups selected by stratified quota sampling technique served as Ss. Each of the groups

comprised 100 Ss. 3 of the groups were high caste Hindus, and 3 were low caste. 47 trait names were used. Among the 3 high caste Hindus, the Karans have been attributed the largest number of unfavorable traits by all the high and low caste groups as well as by the members of the Karan group itself. Among the Harijan groups the Dhobas seem to have the largest trait ratio between the favorable and unfavorable traits. The higher social position of this group among the Harijan groups is well reflected in the selection of stereotypes. Like the upper caste Hindus they have a greater sense of caste superiority, whereas the other 2 Harijan groups have selected more bad traits for themselves. This indicates a sense of caste inferiority and self abasement of the Pana and Hadi groups.—C. Murchison.

7654. Rettig, Salomon, & Pasamanick, Benjamin. (Psychiatric Inst., Columbus, O.) **Moral codes of American and foreign academic intellectuals in an American university.** *J. soc. Psychol.*, 1960 (May), 51, 229-244.—3 groups of foreign judges (Indians, Koreans, and mixed) are compared to a group of Americans with respect to severity of judgment and hierarchical arrangement of 30 moral prohibitions, using "general public" at home, "general public" in the United States, and "self" as reference. Deviation of self from home country norms was significantly related to deviation from American public norms. The tendency to deviate from public norms was, in turn, related to the rural-urban background of the judge. The judgments of the American Ss and the perceived American public norms were found to be less severe than those of the foreign judges. The ordering of the prohibitions varied little with the nationality of the judge or with the different reference groups.—Author abstract.

7655. Richards, Catherine V., & Polansky, N. **Reaching working-class youth leaders.** *Soc. Wk.*, 1959 (Oct), 4(4), 31-39.—Poorer women engage in community activities much less frequently than their middle-class peers. This survey found the probable reasons to be in the following differences between the 2 classes: poorer women have less time (more children and less help), middle-class women have been exposed more to community activities in their upbringing, the morale of poorer women was lower, and poorer women were more concerned with bread and butter economics than emotional and social welfare.—G. Elias.

7656. Riox, Georges. **Recherches sur la distance sociale en milieux scolaires algérois.** [Studies of social distance in the schools of Algiers.] *Enfance*, 1959 (Nov-Dec), No. 5, 509-516.—Preferences were obtained from 103 girls and 156 boys, ages 11-16, relative to nationality members as tourists, fellow workers, neighbors, personal friends, members of the family. Of the 259 children, 77 were of European descent, 77 Moslem, and 2 Israelite. The results indicate that going to the same schools for a number of years does not assure any similarity of preferences on the part of Europeans and Moslems; there is virtually no agreement in their preferences for other nationality groups.—S. S. Marzolf.

7657. Rosenblatt, Daniel. (Harvard U.) **Responses of former Soviet citizens to selected TAT cards.** *J. gen. Psychol.*, 1960 (Apr), 62, 273-284.—A modified version of the Thematic Apperception

Test was administered to a group of former Soviet citizens, and results were compared with an American sample. Most conspicuous feature of the Russian records is the amount of loss, deprivation, and threat, and high degree of emotional involvement in the content of their stories. The Russian group provided greater detail than the control group. Russian men view the mother-son relationship generally in a positive light, but that the relationship with the father is more ambivalent and divided. The discussion considers some of the possible hypotheses available for an adequate explanation and suggests the need for further exploration and study.—Author abstract.

7658. Shuval, Judith T. **The role of ideology as a predisposing frame of reference for immigrants.** *Hum. Relat.*, 1959, 12, 51-63.—Several aspects of the immigrant's adaptation to the new society into which he is moving are reviewed. A frame of reference or predisposing "set" is hypothesized as helpful in acquisition and use of information. This study was confined to men who had been in Israel for only a short period. The hypotheses were confirmed.—M. York.

7659. Simon, Walter B. **Motivation of a totalitarian mass vote.** *Brit. J. Sociol.*, 1959 (Dec), 10, 338-345.—Provides data to support the hypothesis that the mass vote attracted to Nazism in Germany and in Austria during the great depression was a nonspecified protest rather than an expression of ideological commitment.—R. M. Frumkin.

7660. Sinha, A. K. P., & Upadhyay, O. P. (Patna U., India) **Stereotypes of male and female university students in India toward different ethnic groups.** *J. soc. Psychol.*, 1960 (Feb), 51, 93-102.—Stereotypes of 100 male and 100 female students toward the following 9 ethnic groups: Americans, Chinese, English, French, Germans, Indians, Negroes, Pakistanis, and Russians. The maximum agreement was in the characteristics assigned to the Russians, and the minimum to Americans, French, and Germans. Males assigned maximum desirable characteristics to Chinese and Russians, and minimum to the Pakistanis. Female students gave maximum desirable characteristics to Indians, Chinese, and Russians, and minimum to Negroes and Pakistanis. Data for ranking on the basis of preference for association showed a marked similarity between the preferential rankings of males and females, the rho coefficient being significant beyond .01 level of confidence. No significant difference between the ranking on the basis of desirability of characteristics and ranking on the basis of preference of association in both male and female groups.—Author abstract.

7661. Slobodin, Richard. (Cornell U.) **Some social functions of Kutchin anxiety.** *Amer. Anthropologist*, 1960 (Feb), 62, 122-133.—A high level of free-floating anxiety characterizes Indians of the American boreal forest. This may be a reaction to the threat of traumatic situations such as hunger and disease with which the cultures are unable adequately to cope, and features of child training such as marked discontinuity and use of scaring techniques in discipline would explain anxiety at the level of personality development. But unlike certain tribes, the Kutchin make anxiety serve as a positive social force, enhancing group cohesion, even though it is not acted

out in a shared ritual. At the same time, certain characteristics of Kutchin status relationships are noted which may operate centripetally in situations where, among similar cultures, entirely centrifugal tendencies have been described.—*R. L. Sulzer.*

7662. Snider, James G., & Coladarci, Arthur P. (Stanford U.) **Intelligence test performance of acculturated Indian children.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 34-36, 48.—The Pintner General Ability Test, the Pitner Advanced Test, and the ACE Psychological Examination were administered to all elementary and secondary level pupils in an Idaho community, a substantial portion of whose population consisted of Nez Percé Indians. Whereas absolute difference consistently favored the white, the magnitude of the differences assumed less significance at the secondary than at the elementary (Grades 4-8) level. "Greatest differences existed in the cases of the tests with the highest verbal saturation."—*T. E. Newland.*

7663. Stevenson, Harold W., & Stevenson, Nancy G. (U. Texas) **Social interaction in an interracial nursery school.** *Genet. psychol. Monogr.*, 1960 (Feb), 61, 37-75.—The social behavior of a group of 10 2- and 3-year-old children attending a southern interracial nursery school was studied. Each child was observed for 10½ hours during the fall and 4½ hours during the spring. The written observations were analyzed by a method in which the records are broken down into behavior units and are scored on several behavior categories. The results indicate that the majority of the children showed some type of racial awareness. No general trends were found to indicate differences in scores on the behavior categories received by members of each racial group, nor in the relative frequency of scores received by the children during interaction with members of the same or the other race. It was concluded that the physical differences associated with race did not significantly influence the type or degree of social interaction the children had with other members of the group.—*Author abstract.*

7664. Tu Er-wei, J. **A contribution to the mythology of the Tsou, Formosa.** *Anthropos*, 1959, 54, 536-541.—Mythological material gathered among the Tsou, a Malayan tribe dwelling on Formosa, is reported. The material deals with the creator god Niniwu and several mythological tales, including a deluge account, the origin of fire, and the domestication of dogs.—*W. W. Meissner.*

7665. Tumin, Melvin M. (Princeton U.) **Segregation and desegregation: A digest of recent research 1956-1959.** New York: Anti-Defamation League of B'nai B'rith, 1960. (Suppl.) 32 p. \$60.—This survey and digest of recent research on segregation, desegregation, and integration of Negroes and whites supplements an earlier 1957 digest for the years 1951-1956. Professional journals, theses, unpublished manuscripts, studies, and papers delivered at professional meetings are abstracted. A foreword is followed by: articles of general interest; segregation and integration in various institutional areas; legal aspects of segregation; segregation and the mass media; attitudes: components, correlates, and measurement; and symposia, articles, and bibliographies of special interest.—*H. E. Wright.*

7666. van Baal, J. (Royal Inst. Tropics, Amsterdam, Holland) **Erring acculturation.** *Amer. Anthropologist*, 1960 (Feb), 62, 108-121.—Present-day acculturation of backward peoples vis-a-vis Western civilization has a definite objective: their participation as free nations in worldwide contacts and human progress in accordance with the United Nations Charter. 2 cases of erring acculturation in New Guinea, cargo cults and bride-price, show the problems. Cults of Melanesia and messianic movements of Africa demonstrate the dangers involved in an amount of education inadequate to overcome the sphere of magic and miracle. These people need a notion of the logical sequence of things and of the importance of action guided by results of experiment.—*R. L. Sulzer.*

7667. Warshay, Leon Harold. (U. Minnesota) **Breadth of perspective, culture contact, and self.** *Dissertation Abstr.*, 1960 (Apr), 20, 4201-4202.—Abstract.

7668. Wheeler, D. K. (U. Western Australia, Perth) **Western Australian results on an educational attitudes scale.** *J. soc. Psychol.*, 1960 (Feb), 51, 113-121.—Scores on Kerlinger's educational attitude scales are presented for 554 students. There are no significant differences between the scores of university students in Western Australia or the United States. Graduates' scores differ significantly from nongraduate's. Among the Education Department sample such differences are not constant from group to group. Among supervisory, teachers' college, and secondary school personnel, having a degree makes no significant difference to scale scores but for members of the primary teaching service it does. The inconsistencies are explained in terms of the differing social roles of members of these groups who have the same occupational role. Correlations between the various scores for the 2 scales are given and show the scales reliable enough to distinguish between groups with respect to progressive or traditional attitudes towards education.—*Author abstract.*

7669. Wilkerson, Doxey A. (New York U.) **Conscious and impersonal forces in recent trends toward Negro-white school equality in Virginia.** *J. educ. Sociol.*, 1959 (Apr), 32, 402-408.—The findings of a study designed to test the hypothesis that the relationship between the status of white and Negro schools in the South has narrowed considerably during recent years are summarized and interpreted. Included are: equality in terms of cost and daily attendance; impersonal factors including urban-industrial development; and conscious factors involving the changing economic, political, legal, and social attitudes.—*S. M. Amatora.*

7670. Wilson, W. Cody. (Harvard U.) **Extrinsic religious values and prejudice.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 286-288.—Religiosity and anti-Semitism highly related.—*G. Frank.*

7671. Young, Robert K., Benson, William M., & Holtzman, Wayne H. (U. Texas) **Change in attitudes toward the Negro in a Southern university.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 131-133.—"Attitude toward the Negro . . . appears to be remarkably stable as far as group means are concerned. In view of the social tension prevalent in the South during the period 1955-1958, one might reasonably expect to find a change in attitude towards

desegregation. . . . Contrary to such popular beliefs, no change . . . was found in comparing a random sample of students at the University of Texas in 1958 with a similar sample in 1955."—G. Frank.

(See also Abstracts 7148, 7535, 7677, 7678, 7762, 7764, 7793, 7823, 7972, 8375)

SOCIAL INSTITUTIONS

7672. Ackerman, Nathan W. **Theory of family dynamics.** *Psychoanal. psychoanal. Rev.*, 1959, 46 (4), 33-50.—An attempt is made to establish more reliable correlations of individual and family behavior. The "core concepts" for the dynamics of family process are identity, which includes strivings, expectations, and values, and the concept of stability, which includes in effect the quality of adaptability and complementarity in new role relationships. This theory "lends to therapy a greater appropriateness and potency." Inasmuch as "both patient and clinician tend to be oriented to the privacy and separateness of the individual . . . this modified use of the self in the therapeutic interaction must be learned and mastered."—D. Prager.

7673. Bardis, Panos D. (Albion Coll.) **Attitudes toward the family among college students and their parents.** *Sociol. soc. Res.*, 1959 (May-Jun), 43, 352-358.—To examine the theory that familism is based on strong in-group feelings, common goals, property, and mutual support, this study tests 2 hypotheses: (a) the 2 generations do not differ significantly in their attitudes toward the family; and (b) no significant differences exist between familism, age, education, occupation, number of sibs, and size of community. A scale was constructed using the Likert technique with a corrected reliability coefficient of .88. The samples consisted of 68 students and 138 parents; of the former 18 were males and 50 females, ranging in age from 18 to 24. All were enrolled in the author's sociology class. Age of parents ranged from 38 to 69, educational backgrounds ranged from high school to graduate school. All data was collected through interview. Results show that both hypotheses were rejected.—M. Muth.

7674. Bee, Lawrence S. **Marriage and family relations: An interdisciplinary approach.** New York: Harper, 1959. v, 500 p. \$5.50.—Analysis of marriage success in terms of basic personality encourages an emphasis on the maintenance of individual integrity rather than on the maintenance of a marriage. This theme is illustrated with numerous examples of family relationships. Descriptions of practices in different cultures demonstrate the development of personality as a function of inheritance and modes of child rearing. A survey of research and clinical experience in predicting marriage success is supplemented with case studies of 3 families showing contrasting patterns of "faulty" and "productive" interrelationships. Institutions and organizations participating in an unorganized but widespread "family life" movement are noted as mirroring a significant change in American culture; away from emotional austerity and neurotic dedication to duty and toward companionship, informality, and self-expression.—C. Epstein.

7675. Capul, M., Capul, J. Roy, & Simonin, J. **Rôles et relations dans des familles d'enfants in-**

adaptés de la région parisienne. [Roles and relationships in some families of maladjusted children from the region of Paris.] *Enfance*, 1959 (Nov-Dec), No. 5, 451-471.—Does the mother play a more dominant role in the home than formerly, and if so, is this a factor contributing to maladjustment? To answer these questions 1950 cases referred to the Observation Center were studied to provide a general description of the center's clientele, and 115 randomly selected families were studied intensively. Referrals of children between ages 6 and 12 are accepted; the modal age is 9. 75% are boys. 52% come from homes of manual workers, and the incidence decreases with increase in occupational level; 34% of the mothers are employed. The majority come from the near suburbs. 38% live with both biological parents, 30% have 1 stepparent; 21% live with only 1 parent, and 6% live with adoptive parents or grandparents. Only 13% have a separate sleeping room. Detailed results of the intensive study of the 115 families are presented. In general the initial major questions must both be answered in the negative. Who plays the dominant role depends on the domain, whether domestic and economic, cultural, or social and educative. In many activities roles cannot be clearly differentiated. Each parent overestimates the importance of his own role. Judgments of the parents are influenced by role stereotypes. External influences are modifying traditional roles but such modification is more apparent in some activities than in others.—S. S. Marzolf.

7676. Cohen, Julius; Robson, R. A. H., & Bates, A. (Rutgers U.) **Parental authority: The community and the law.** New Brunswick, N.J.: Rutgers Univer. Press, 1958. xii, 301 p. \$6.00.—An analysis is presented of interview results of 860 Nebraska adults towards: parental authority to control children's property, whether or not a child may have a college education, the determination of a child's religious affiliation, preventing his marriage by refusing consent, refusing medical aid when recommended, and disinheriting the child completely. The majority would favor greater legal restrictions on parental authority over the child than the law presently requires and have the law grant more legally enforceable claims to preadolescent children than it now permits.—E. L. Gaier.

7677. Danziger, Kurt. (U. Cape Town, South Africa) **Independence training and social class in Java, Indonesia.** *J. soc. Psychol.*, 1960 (Feb), 51, 65-74.—60 Javanese mothers, in which workers, white collar, and professional groups were equally represented, were interviewed about the age at which they would expect their children to be able to perform various activities by themselves. The independence ages given by the professional group were significantly lower than those given by the working class group, while the white collar group occupied an intermediate position. These differences were more marked for activities of preschool age children than for older children. Low emphasis on independence training during childhood appears to be characteristic of traditional Javanese norms of child rearing from which mothers in the professional group have moved away.—Author abstract.

7678. Danziger, Kurt. (U. Cape Town, South Africa) **Parental demands and social class in**

Java, Indonesia. *J. soc. Psychol.*, 1960 (Feb), **51**, 75-86.—60 Javanese mothers drawn from professional, white collar, and working-class groups were interviewed regarding child rearing practices. The mothers in the professional group imposed eating and sleeping habits at an earlier age than the working class mothers. The former group imposed household tasks on boys at an earlier age and was more prepared not to accede to the child's own demands than the latter group. Differences in regard to toilet training were not so marked. The mothers in the professional group tended to: show a preference for psychological rather than physical punishment, be more inclined to give presents unconditionally, and rely on the child to carry out their demands by himself. In all such cases, the preference of the working-class mothers were the reverse. In all aspects of child rearing practices the mothers from the white collar group occupied an intermediate position between the other 2 groups.—Author abstract.

7679. Darlington, C. S. (Oxford, England) **Cousin marriages.** *Eugen. Rev.*, 1960 (Jan), **51**, 221-223.—Results of 58 fruitful first cousin marriages in inbred communities indicate no ill effects; in outbred communities, no fewer viable children than in other marriages. However, disadvantage is noted in survival to maturity, in frequency of marriage, and in proportion of fruitful marriages of the offspring.—*G. C. Schwesinger.*

7680. Lerner, Melvin J. (New York U.) **Some factors in the organization of values.** *Dissertation Abstr.*, 1960 (Feb), **20**, 3418.—Abstract.

7681. Levine, Gene Norman, & Sussmann, Leila A. (Columbia U.) **Social class and sociability in fraternity pledging.** *Amer. J. Sociol.*, 1960 (Jan), **65**, 391-399.—As far as pledging is concerned, the relatively wealthy youth (regardless of his sociability) and the relatively poor one (if he is sociable in a predefined way) are more acceptable than the youth who is poor and socially inexperienced. Closeness to parents is negatively correlated with fraternity pledging among sons of manual workers, but there is no correlation among those of nonmanual fathers. It may be that rejecting the values of their origin is a prerequisite for mobility among the former.—*R. M. Frumkin.*

7682. Ligon, Ernest M., & Smith, Leona J. **Dynamic luxuries in great homes.** Schenectady, N.Y.: Character Research Project, 1960. 43 p. \$1.50.—A chapter from the Home Dynamics Study, to be published in the near future, which introduces 2 dynamic patterns of the home. The first dynamic for effective home climate is entitled "Seeing Father as the Cornerstone of the Family." The cluster is composed of the wife's estimate of her husband's social sensitivity, her relationship and harmony with him, harmony among the children, and family interests. The second dynamic is entitled "Whether Your Wife is Sparkling or Temperamental is Up to You." The cluster on which it is based includes factors of the husband's concept of the emotional component of his wife's perception of situations, emotional tensions and skills, social skills, sensory efficiency, special aptitudes, and actual self-goals.—*W. A. Koppe.*

7683. Miller, Merle K., & Windle, Charles. (Iranian Oil Refining Co., P.O. Box 3596, Washington, D.C.) **Polygyny and social status in Iran.**

J. soc. Psychol., 1960 (May), **51**, 307-311.—Census data from 24,819 married Moslem male employees of the Iranian Oil Refining Company were examined to determine the relationship between the incidence of polygyny and social status within the company, possession of certain luxury items, and education. Generally, the higher the occupational status the greater the incidence of polygyny, and the higher the educational level the less the incidence.—Author abstract.

7684. Murphy, Gardner. (Menninger Found., Topeka, Kan.) **New knowledge about family dynamics.** *Soc. Casework.*, 1959 (Jul), **40**, 363-370.—"World order may bear down upon and remold our family life into new focus, but so also, to some small degree, in reciprocal action, changes in family life may alter human destiny in the world arena." In developing this thesis the author first discusses selected insights about family life from the anthropologists, psychoanalysts, and social psychologists, and later, others deriving from the individualized approach to family dynamics.—*G. Hearn.*

7685. Rath, R., & Sircar, N. C. (Utkal U., India) **Inter caste relationship as reflected in the study of attitudes and opinions of six Hindu caste groups.** *J. soc. Psychol.*, 1960 (Feb), **51**, 3-25.—An attempt was made to assess the attitudes and opinions of 6 Hindu caste groups relating to casteism and other related social problems. Upper caste people are: more liberal and progressive in regard to casteism, being more against untouchability than the untouchables are; more conscious of political and economic problems than the lower caste groups; and more discontented and more in favor of a revolution than the lower caste people. More of the lower class people conform to existing social norms in regard to casteism, have a strong sense of inferiority, and are more rigid and intolerant about caste reforms. All the caste groups are in favor of free education, equal economic facilities, and political equality. All believe that in due course casteism will disappear.—Author abstract.

7686. Sands, Sidney L. **Growing up to love, sex and marriage.** Boston, Mass.: Christopher, 1960. 131 p. \$3.00.—Failure of a marriage is due, in most cases, to the immaturity of one or both partners. Maturity can be achieved through knowledge of what we are and have been, as a specie and as individuals. A "biosocial perspective" is followed by chapters on the human organism from its intra-uterine life through adult sexual behavior. A discussion of married life from the honeymoon through the later years emphasizes the necessity in a marriage for the mature adjustment of one partner to the other.—*H. D. Arbitman.*

7687. Swith, Wilford E. **The urban threat to Mormon norms.** *Rural Sociol.*, 1959 (Dec), **24**, 355-361.—Mormon bishops' rated 11,333 of their church members for orthodoxy, and claimed nonpossession of forbidden diet items indicated that rural Mormon families were significantly more orthodox than the urban ones.—*H. K. Moore.*

7688. Toman, W. **Family constellation as a character and marriage determinant.** *Int. J. Psycho-Anal.*, 1959, **40**, 316-319.—The author seeks to prove that a marriage is most likely to succeed if it

reproduces for the parents the family constellations in which they grew.—G. Elias.

7689. Unger, Sanford Martin. (Cornell U.) **On the development of guilt-response systems.** *Dissertation Abstr.*, 1960 (Apr), 20, 4201.—Abstract.

7690. Wallin, Paul. (Stanford U.) **A study of orgasm as a condition of women's enjoyment of intercourse.** *J. soc. Psychol.*, 1960 (Feb), 51, 191-198.—This study is based on the responses of 540 wives to questions regarding their orgasm frequency, the usual extent of their relief from sexual desires, and their preferred monthly frequency of coitus. Analysis of these data revealed that intercourse without orgasm has some frustration associated with it for most of these women. Despite a usual lack of orgasm, however, a small proportion of the wives find intercourse completely satisfying and enjoyable. Unpublished evidence which is cited in the article suggests that frustration in the absence of orgasm is in part, at least, socially or culturally determined. The 540 wives of this research were part of an initial sample of 1000 engaged couples extensively studied by Burgess and Wallin (see 29: 777). The couples were volunteers, white, native born, and predominantly residents of metropolitan Chicago. About 3/4 of the couples had been married between 3 and 5 years. Data were collected by questionnaire.—Author abstract.

7691. Weaver, Carl H., & Mayhew, Jean Binkley. **The use of the family council as a technique in reducing a communication barrier.** *J. Commun.*, 1959 (Jun), 9, 68-76.—"A questionnaire was submitted in a college city to eighty-eight sets of parents. . . these parents used the family council both to ease current living problems and to communicate the culture pattern to their children."—D. E. Meister.

7692. Wolfe, Donald M. **Power and authority in the family.** In Dorwin Cartwright (Ed.), *Studies in social power* (see 34: 6701). Pp. 99-117.—Several sources of authority for the husband or wife are explored, using questionnaire data from a cross-sectional sample of the Detroit area population. A conceptual scheme is developed, allowing for a division of the sample into 4 types of family structure: Husband Dominant, Syncratic, Autonomic, and Wife Dominant. Marital satisfaction for the woman tends to be greatest in syncratic relationships where authority is shared by husband and wife.—A. E. Kuenzli.

7693. Yinger, J. M. (Oberlin Coll.) **The changing family in a changing society.** *Soc. Casework*, 1959 (Oct), 40, 419-428.—An elaboration and illustration, within the theoretical framework of sociology, of the thesis that family patterns are modified by the social setting in which they are found. Because the family as a creature of its environment is often subjected to great stress, it is concluded that the family agency must supply the leadership and skill necessary not only for the amelioration of problems but also for the imaginative rebuilding of a family equipped for a changing society.—G. Hearn. (See also Abstracts 7633, 7635, 7649, 7652, 7793)

LANGUAGE & COMMUNICATION

7694. Berkowitz, Leonard, & Cottingham, Donald R. (U. Wisconsin) **The interest value and**

relevance of fear arousing communications. *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 37-43.—"The two experiments reported here were designed to show that a strong fear appeal could be more convincing than a weak one when (a) the communication is low in interest value and the dramatic nature of the 'strong' communication makes it considerably more interesting than the 'weak' communication, and (b) the communication is of low relevance to the actions of the audience. . . There was little opinion change with the relatively uninteresting minimal fear lecture, while the degree of opinion change produced by the more interesting strong fear lecture was inversely related to the relevance of the material to the 'Ss.'—G. Frank.

7695. Binswanger, Ludwig. **Weisen der sprachlichen Kommunikation und ihre Einschränkung auf die "symbolische Ausdrucksweise."** [Modes of communication in speech and its limitation to the "symbolic expressive mode."] *Psyche, Stutt.*, 1960 (Feb), 13, 686-709.—When communication between parents and children is disturbed, it may be restricted to 1 of the 3 dimensions of speech communication: voice contact, conceptual language, or symbolism. The importance of voice contact and understanding of symbolic language is described in psychotherapy with a 17-year-old compulsive neurotic.—E. W. Eng.

7696. Bluemel, C. S. (4501 S. Franklin, Englewood, Colo.) **Double-syllable words.** *J. speech hear. Dis.*, 1959, 24, 272-274.—The hypothesis that the unborn child is conditioned to the heartbeat of the mother is offered as an explanation of the double-syllable word as found in the primitive vocabulary of many languages.—M. F. Palmer.

7697. Borel-Maisonny, Suzanne. **Langage oral et écrit: I. Pedagogie des notions de base.** [Oral and written language: I. Basic elements for teaching.] Neuchâtel, Switzerland: Delachaux & Niestle, 1960. 268 p. S.Fr. 15.—An atlas of gestures and drill lessons are given to illustrate the author's audio-visual-kinesthetic method in teaching reading to word-blind and retarded children.—K. J. Hartman.

7698. Chung-heng, Lu, & Li-ying, Ma. **Studies on certain rules of abbreviations and variations in the project of romanizing Chinese spelling system.** *Acta psychol. Sinica*, 1959, 3(2), 126.—The present study is to investigate the project of romanizing Chinese. Suggestions are made for revising some of those rules formulated therein. The authors conducted a research in the farmers' spelling class of Ting Hsien and discovered mistakes made on certain spelling rules of the project by 70-90% of the class. 2/3 of the teachers likewise made the same mistakes. An analysis of examination papers of 548 grade-school teachers, night-school teachers, and members in the spelling class for training illiteracy-eliminating cadres, also revealed that about 30% of this group made mistakes on these same rules. The authors ascertained that the reason for making these mistakes was because of these rules being difficult for the pupils to understand. The authors proposed that these rules be revised accordingly: (a) to cancel the abbreviated forms iu, ui, and un of multiple vowels iou, uei, and uen—actually, in this case the vowels o and e are weakened, but not disappeared; (b) to retain the umlaut, "umlaut," on the top of u that follows j, q, and x in order to avoid mechanical

memorization of many rules on the part of pupils; (c) to remove the rule for changing i into y and u into w—instead, the use of a sound-separator, “,” is sufficient.

7699. **Dovring, Karen.** *Road of propaganda: The semantics of biased communication.* New York: Philosophical Library, 1959. 158 p. \$4.75.—A systematic analysis of the uses and abuses of propaganda in mass communication. “The purpose of biased communication (propaganda) among human beings is to convince somebody of something—usually something controversial.” Biased communication is discussed from the points of view of interest, attention, and understanding.—*W. A. Koppe.*

7700. **Garner, W. R., & Carson, D. H.** *A multivariate solution of the redundancy of printed English.* *Psychol. Rep.*, 1960, 6, 123-141.—“Redundancy of printed English is due to statistical constraint existing in the language. Distributional constraint (based on first order probabilities) can be distinguished from sequential constraint (based on conditional probabilities), and both contribute to redundancy. . . . A multivariate analysis of the sequential constraint shows that the constraint is the sum of contingent and interaction uncertainties. Data are available for most contingency terms. . . . Additional data were obtained from 160 [Ss] . . . required to insert single letters deleted at various positions of different length sequences. . . . Estimates of the two most important interactions were obtained. The fact that single letters deleted from the middle of very long sequences can be reinserted with no error was then used to estimate the sum of all contingency terms. From these the total unilateral sequential constraint is computed as 2.06. . . . When distributional constraint is added, redundancy is computed as 58%.”—*C. H. Ammons.*

7701. **Goda, Sidney, & Smith, Kay.** (Johnstone Training & Research Center) *Speech stimulation practices among mothers of preschool children.* *J. speech hear. dis.*, 1959, 24, 150-153.—The speech stimulation practices among 75 mothers of preschool children from the ages of 2-5 years were explored by means of interviews. Need for further research in this area is pointed out.—*M. F. Palmer.*

7702. **Greenberg, Joseph H.** (Center Advanced Study Behavioral Sciences, Stanford, Calif.) *Current trends in linguistics.* *Science*, 1959 (Oct), 130, 1165-1170.—Threefold objectives considered: “to distinguish the characteristic subject matter and methods of linguistic science, to discuss a few of the analytic concepts and substantive results of linguistics which are likely to be of interest to the nonlinguistic scientist, and, finally, to indicate certain recent developments, some of which concern areas of interdisciplinary interest which give promise of ultimate expansion into major subfields either of linguistics itself or of related sciences.” Major sections are: Phonemic Theory, Grammatical Theory, Sound Change, Linguistic Reconstruction, Other More Recent Developments.—*S. J. Lachman.*

7703. **Harwood, F. W.** (U. Tasmania, Hobart, Australia) *Quantitative study of the speech of Australian children.* *Lang. Speech*, 1959, 2, 236-271.—A stenographic record of the speech output of 24 preschool children in a nursery school was taken

during 2 5-day periods. The frequencies of different constructions are given in 18 tables. The syntax of the sample is described both as a simple phrase structure grammar and as a phrase structure grammar with transitional probabilities taken into account.—*A. E. Horowitz.*

7704. **Kelman, Harold.** (American Inst. Psychoanalysis) *Communing and relating.* *Amer. J. Psychother.*, 1960 (Jan), 14, 70-96.—An attempt is made to communicate what communing is and to “discuss some of the blocks to communicating communing and to its happening.” Some Eastern and Western notions are mentioned which will help make moments of communing more possible.—*L. N. Solomon.*

7705. **King, D. J., & Cofer, C. N.** (New York U.) *Exploratory studies of stories varying in the adjective-verb quotient.* *J. gen. Psychol.*, 1960 (Apr), 62, 199-221.—A number of experiments are described in which stories were used which varied in their adjective-verb quotients (AVQ). Suggestive evidence was found that: (a) written recalls of such stories showed variations in association with variations in their numbers of adjectives and verbs, (b) the AVQs of the recalls of stories which had deviant AVQs tend to shift to intermediate levels, (c) there is a predictable relation between the length of a story and the number of verbs and adjectives it contains, (d) predictions of the number of adjectives and verbs a recall should contain as a function of its length show consistent over- and underestimation in relation to part of speech and to degree of learning, (e) cloze scores for stories were not consistently related to AVQ values, (f) when cloze procedure was used to measure recall after every learning trial a negatively accelerated learning curve was obtained. Normative data, based on 87 stories, are presented for the AVQ; there were no sex differences but AVQ varied with the type of story S wrote. Mean AVQ values for stories written at different times by the same Ss showed no significant changes. Evidence is presented that the number of words written in recalls is related to accuracy of recall.—*Author abstract.*

7706. **Kitao, Norihiko.** (Osaka U., Japan) *Hiragana-bun to kanji-majiri-bun no yomiyasusa no hikaku jienkyū.* [Comparative study on readability of “hiragana-bun” and “kanji-majiri-bun.”] *Jap. J. educ. Psychol.*, 1960, 7, 195-199.—2 types of sentences were constructed: one composed of hiragana (Japanese alphabet) only, the other of hiragana and Chinese characters. 10 college students read these sentences with free speed. The sentence consisting of hiragana and Chinese characters was read faster than the other. The same material was projected on a screen. While the S was reading it, the projector was turned off and the S was asked to verbalize the continuation. “There was no difference in the mean number of verbalized letters (eye-voice span) between the 2 types of materials.” In the same materials, some words were deleted as cloze unit. The percentage of correctly guessed words was significantly higher in the Chinese character and hiragana sentence than in the other. English summary.—*S. Ohwaki.*

7707. **Koutsoudas, A.** *Defining linear context to resolve lexical ambiguity.* *Lang. Speech*, 1959,

2, 211-215.—"This paper sets out a mechanical procedure for eliminating ambiguities in machine translation in cases where a word in the source language has a number of equivalents in the target language. The procedure depends on the inspection of linear word context and the establishing of 'Diagnostic environments' for the ambiguous words. In the experiment described, the context was restricted to one word before and one word following the ambiguous word. It demonstrated that considerable reduction in the number of ambiguities can be achieved by the procedure and that the word following the ambiguous word is more effective than the word preceding in resolving the ambiguity."—A. E. Horowitz.

7708. Leontiev, A. N., & Leontiev, A. A. (Moscow, Russia) **The social and the individual in language.** *Lang. Speech*, 1959, 2, 193-204.—"Language embodying socially accumulated and generalized experience reflects the phenomena of the surrounding world in the human mind in the form of consciousness. Thus, consciousness is a form of reflection which is social by nature. . . . the mastery of language, is determined by inborn psycho-physiological mechanisms common to all human beings. The relation between language as a social and a psychological phenomenon is dynamic, revealing itself in mutual transformations. . . . To analyse this relation it is necessary to investigate the process of transformation of the objective phenomena of social language into individual; and that of the transformation of individual-psychological formations into phenomena of social consciousness. . . . the only real existence of language not only as a form of individual consciousness but also as a form of social consciousness is its existence in the minds of real individuals."—A. E. Horowitz.

7709. Levy, Leon Harris. (Ohio State U.) **A study of the relative information value of constructs in personal construct theory.** *Dissertation Abstr.*, 1959 (Dec), 20, 2386.—Abstract.

7710. Lott, Bernice Eisman, & Levy, Joel. (Kentucky State Coll.) **The influence of certain communicator characteristics on lip reading efficiency.** *J. soc. Psychol.*, 1960 (May), 51, 419-425.—The study attempts to isolate the role of the communicator. The hypothesis is that communication skill is more efficient when the interpreter (lip reader) has positive rather than negative feelings about the communicator. Partial support for the hypothesis came from the results of one experiment in which it was found that "most preferred" group members were lip-read significantly better than those "least preferred." A 2nd experiment suggests an additional communicator variable important for the prediction of lip reading efficiency. 2 communicators who had role-played "aggressive" and "moderate" discussion leaders were later lip-read most efficiently by Ss who had seen them in that role which was the most natural one for them to play, i.e., the one most like their own typical behavior.—Author abstract.

7711. Moss, C. Scott. (State Hosp. No. 1, Fulton, Mo.) **Current and projected status of semantic differential research.** *Psychol. Rec.*, 1960, 10, 47-54.—Survey of its use in the following areas: cross-cultural meaning, semantic measure of situational anxiety, dream analysis and related testing of

psychoanalytic theory, exploration of self-concept in college students, and assessment of attitudes toward mental health professions. Many methodological problems still to be solved, e.g., study assumption of equal unit intervals. Validity of original dimensions (Osgood) confirmed through classical conditioning. Problem of "meaning of meaning" discussed. Conclusion that the tool "already a useful instrument."—R. J. Seidel.

7712. Needles, W. **Gesticulation and speech.** *Int. J. Psycho-Anal.*, 1959 (Sep-Dec), 40, 291-294.—When an individual passes a certain emotional peak speech breaks down, and nonverbal communication (most commonly through hand gesticulation) becomes important.—G. Elias.

7713. Packer, C. Kyle, & Packer, Toni. **Cybernetics, information theory and the educative process.** *Teachers Coll. Rec.*, 1959 (Dec), 61, 134-142.—The vocabulary of cybernetics is applied to some educational processes.—H. K. Moore.

7714. Ross, Bruce M., & Levy, Nissim. (Rutgers U.) **A comparison of adjectival antonyms by simple card-pattern formation.** *J. Psychol.*, 1960 (Jan), 49, 133-137.—It was hypothesized that adjectival antonym pairs are not equal and opposite in descriptive definiteness as assumed by Osgood's semantic differential procedure. The hypothesis was verified for a college student group of 100 Ss in that distributions of card patterns formed for the adjectives "beautiful," "simple," and "common" were more compact than distributions for "ugly," "complex," and "unusual" when distributions were characterized by the H_{rel} statistic. Similar distributions of card patterns were produced by 100 5th-graders except that the distributions for "common" and "simple" were less compact than for the college students; the "simple" distribution was as dispersed as the distribution for its antonym "complex." Partial explanation of results is attempted in terms of pattern repeats and pattern symmetry.—Author abstract.

7715. Sokhin, F. A. (Inst. Philosophy, Moscow, Russia) **O formirovani iazykovykh obobshchenii v protsesse rechevogo razvitiia.** [On the formation of language generalizations in the process of speech development.] *Vop. Psikhol.*, 1959, 5(5), 112-123.—Experiments, utilizing 43 children of 2-3 years of age, show that a child goes through several stages in developing "grammatical generalizations" in his speech. In the 1st stage a grammatical element (here a preposition indicating a spatial relation) is not perceived by the child as an important element of the sentence containing an instruction to the child for performance of a specific action. At this stage, understanding a sentence appears to depend essentially on the situation. In the 2nd stage the grammatical element presents itself to the child as an independent and important element in the structure of the sentence, in that it is seen as indicating a definite spatial relation. However, nonverbal factors continue to play an important role in the child's understanding. It is only in the 3rd stage that understanding gets to depend entirely on the structure of the sentence, that is, on the meaning of the preposition utilized. The formation of language generalization proceeds, then, essentially by abstraction; that is, by detachment from the given situation. The data obtained show

that this holds for active speech as well as for the understanding of spoken sentences.—*J. D. London.*

7716. Thayer, Paul William. (Ohio State U.) **An investigation of the relationship between communicator stimuli and prestige suggestion.** *Dissertation Abstr.*, 1960 (Jan), 20, 2939-2941.—Abstract.

7717. Weinberg, Harry L. (Temple U.) **Levels of knowing and existence.** New York: Harper, 1959. x, 274 p. \$3.25.—Designed as a text in general semantics, the first half presents Korzybskian theory and principles with simple illustrations. The remainder of the book is devoted to application of these principles to problems in the theory of values, psychotherapy, religion, and to building an analogy between the theory and cybernetics.—*A. E. Horowitz.*

7718. Winitz, Harris. (State U. Iowa) **Spectrographic investigation of infant vowels.** *J. genet. Psychol.*, 1960 (Mar), 96, 171-181.—An evaluation was made of a thesis held by A. Lynip (see 26: 6155) that adequate study of the prelinguistic utterances of infant speech must be devoid of such handicaps as the fallibilities of the human ear and the use of phonetic systems. This thesis was held to be logically untenable and inconsistent with relevant speech sound research in experimental phonetics. In addition, 31 infant vowels uttered by 5 infants, mean age 11½ months, were analyzed by the sound spectrograph. The obtained formant frequencies (frequency of Formant 2 vs. frequency of Formant 1) were plotted in a 2-dimensional graph. The results indicate that infant vowels, when plotted in this way, are displaced upward and to the right in relation to the vowels of adults.—*Author abstract.*

(See also Abstracts 7064, 7425, 7426, 7434, 7535)

CLINICAL PSYCHOLOGY, GUIDANCE & COUNSELING

7719. Academy of Religion and Mental Health. **Religion, science, and mental health.** New York: New York Univer. Press, 1959. xvi, 107 p. \$3.00.—Participating in the 1st academy symposium on inter-discipline responsibility for mental health, O. H. Mowrer outlined the re-evaluation taking place in the behavioral sciences. Because of the inadequacy of concepts of health derived from the study of disease, A. H. Maslow told about investigating our "best human being." Gregory Zilboorg opposed the trend toward identifying mental health with religion. In a survey of 3500 well persons, Harold G. Wolff found that the thoughtful, conscientious, troubled people had the most illnesses. Hans Hofmann advocated a new integration of knowledge with responsibility, and according to Noël Mailloux, the demands of religion are such that the devout want to get rid of paralyzing neurotic conflicts. According to Albert A. Goldman, psychiatry works up to a point but "without the prophetic, it does not place man in the world with any sense of shared destiny or shared goals." Discussions led by Otto Klineberg, Harvey J. Tompkins, Samuel W. Blizard, and Frank Fremont-Smith are summarized.—*G. K. Morlan.*

7720. Academy of Religion and Mental Health. **Religion in the developing personality.** New York: New York Univer. Press, 1960. xiii, 110 p. \$3.00.—

This book represents the Proceedings of the Second Symposium of the Academy of Religion and Mental Health, Harriman, New York, December 5-7, 1958. Topics covered: "Religion and Childhood"; "Religion and Adolescence"; "Religion, Adulthood, and the Aging." Sections devoted to the academy's future plans and a list of the 24 participants may also be found. Participants represent the fields of religion, medicine, and behavioral sciences. The general theme of the book is the need for sharing information between members of these 3 professional groups.—*O. Strunk, Jr.*

7721. Appel, Victor Harold. (Ohio State U.) **Client expectancies about counseling in a university counseling center.** *Dissertation Abstr.*, 1960 (Mar), 20, 3824.—Abstract.

7722. Bailey, Margaret B. **Community orientations toward social casework.** *Soc. Wk.*, 1959 (Jul), 4(3), 60-66.—The findings of a survey, conducted in a city near New York City, concerning the public's attitudes towards social work. Individuals in higher socioeconomic levels were most apt to recommend that professional help be sought with personal problems. The social worker was the professional least often suggested. Only 1 of the clients of social work agencies stated he learned of the agency through general and fund raising publicity. The bulk of an agency's clients learned of the agency through referrals, usually from a related professional.—*G. Elias.*

7723. Brower, Daniel. (New Jersey State Teachers Coll., Upper Montclair) **Clinical psychology tomorrow.** *J. gen. Psychol.*, 1960 (Apr), 62, 325-326.—The extension of man's knowledge into the Space Age leaves him more confused and helpless than heretofore. Mental health workers find their efforts frustrated since there has been little major change in understanding of psychodynamics, techniques, or methodology. Clinical psychology can attain a catalytic function by utilizing certain aspects of its component disciplines toward the goal of establishing preventive principles through research in certain directions.—*Author abstract.*

7724. Cappon, D. **The dying.** *Psychiat. Quart.*, 1959, 33, 466-489.—19 patients in an experimental group and 88 patients in 7 control groups. "The study of the psychology of those dying patients was focused on developing an understanding of the process and aimed for the emergence of criteria on which to base meaningful communication with the dying."—*D. Prager.*

7725. de Barros Santos, O. **O aconselhamento psicológico em orientação.** [Psychological counseling in guidance.] *Bol. Psicol., Sao Paulo*, 1959, No. 37, 1-9.—Presenting the different concepts of counseling in America and Europe, the author explains the position of counseling in guidance, the 3 different points of view in the technique of counseling, and finally the role of counseling in secondary school guidance.—*N. P. Mejias.*

7726. Egan, John Mark. (New York U.) **Counseling psychology and its inter-disciplinary relationships: An analysis of the matrix of psychological counseling with special reference to Roman Catholic Student personnel work.** *Dissertation Abstr.*, 1960 (Apr), 20, 4162.—Abstract.

7727. Ellis, Albert. (NYC) **Rationalism and its therapeutic applications.** *Ann. Psychother.*, 1959, 1(2), 55-64.—"The rationalist belief is that the so-called emotions or motivations of adult human beings who are raised in a civilized community largely consist of attitudes, perceptual biases, beliefs, assumptions, and ideas which are acquired by social learning and which therefore can be reviewed, questioned, challenged, reconstructed, and changed with sufficient effort and practice on the part of the emoting individual. . . . There are perhaps a dozen basic irrational beliefs which virtually all neurotics in our culture learn to accept . . . and which, make it almost impossible for them to act effectively."—S. Glasner.

7728. Ewalt, Jack R., Schwartz, Morris S., Appel, Kenneth E., Bartemeier, Leo H., & Schlaifer, Charles. (74 Fenwood Rd., Boston, Mass.) **Joint commission on mental illness and health.** *Amer. J. Psychiat.*, 1960(Mar), 116, 782-790.—The mental health status of the nation is briefly surveyed from the standpoint of services available, manpower, research, aftercare, etc. for handling same.—N. H. Pronko.

7729. Finch, Bernard. **Passport to paradise . . . ?** New York: Philosophical Library, 1960. 191 p. \$6.00.—A semipopular account of the drugs, ancient and modern, believed to influence behavior or mental process.—H. B. English..

7730. Franklin, Adele. (Board Education, NYC) **Home play and play equipment for young children.** (Rev. ed.) *U. S. Child. Bur. Publ.*, 1959, No. 238. 23 p.—(see 13: 1731) "Many of the old ideas and simple suggestions are still good but some new ones have emerged." Most of the booklet is concerned with practical suggestions regarding all aspects of play. Even more specific is the section on outdoor play, illustrated with diagrams of how to construct equipment. Parents are warned not to "abrogate their own rights as adults" in the interest of play.—L. R. Steiner.

7731. Freeman, Walter. (91 Main St., Los Altos, Calif.) **Review of psychiatric progress 1959: Psychosurgery.** *Amer. J. Psychiat.*, 1960(Jan), 116, 601-604.—N. H. Pronko.

7732. Friedman, Jacob H., & Heimoff, Leonard L. (Fordham Hosp., NYC) **The evaluation of psychiatric lectures to the laity.** *Amer. J. Psychother.*, 1960(Jan), 14, 63-69.—"Four hundred and eighty-three questions submitted by the audience at three annual psychiatric forums, in 1956, 1957, and 1958, have been classified into seven arbitrary categories, namely, general information, advice on general therapy, advice on specific therapy, psychosomatic aspects, child psychiatry including adolescent problems, paranoid ideation or antagonism, and irrelevant questions." Analyzing the percentage of questions in each category, the authors conclude that "Psychiatric forums and lectures for the laymen have a definite, adjuvant value in the dissemination and acquisition of psychiatric knowledge."—L. N. Solomon.

7733. Germain, José. (29 General Mola, Madrid, Spain) **Définition et limites de la psychologie clinique: Ses relations avec la psychothérapie.** [Definition and limits of clinical psychology: Its relations with psychotherapy.] *Encephale*, 1959, 48, 187-216.—The problem of articulation between the re-

spective functions of clinical psychology and psychiatry is discussed. The method of clinical psychology is characterized by: (a) psychometric techniques, (b) scientific analysis of behavior, (c) formulation of techniques for reeducation of disturbed patients, and (d) study of the fundamental SR patterns underlying individual and social behavior. The psychologist's point of view is analytic in contrast to the psychiatrist's more integrative view. A poll of Spanish psychiatrists indicates that the psychologist's role should include: (a) personality study (30%), (b) collaboration in study of mental illness (20%), (c) psychometrics and therapy under medical control (10%), (d) determining symptom deterioration (10%), and (e) psychology and rehabilitation (10%).—W. W. Meissner.

7734. Greenacre, P. **Play in relation to creative imagination.** *Psychoanal. Stud. Child*, 1959, 14, 61-80.—Anxiety-provoking problems current in the child's life become the subject of the child's play. The beneficial effect of play in childhood is a reduction of any severe degree of anxiety through illusory mastery sufficiently to permit further maturational development to occur and give opportunity to meet similar disturbing experiences in reality later. Other play repetitions may constitute a stage in the development of a potential neurosis. Markedly creative people seem not only to be playful but restless and responsive to the new to an unusual degree. The role of anxiety in connection with the artistic product varies according to the special nature of the interlocking relationships between the personal self and the artistic self in each creative individual.—D. Prager.

7735. Gurin, Gerald; Veroff, Joseph, & Feld, Sheila. (U. Michigan) **Americans view their mental health: A nationwide interview survey.** New York: Basic Books, 1960. xxxv, 444 p. \$7.50.—As Monograph No. 4 in the Joint Commission on Mental Illness and Health series, this University of Michigan Survey Research Center report deals with the findings obtained from extensive interviews with a representative sample of 2460 Americans over 21 and living at home. Questions focused on how people indicate their life adjustment, their perceived problems, and how they have coped with their expressed needs. Following an introductory overview, individual chapters deal with varied aspects, including marriage, parenthood, job, symptom patterns, referrals and resources, and demographic characteristics. Questionnaire and technical data are appended.—H. P. David.

7736. Hagmaier, George, & Gleason, Robert W. **Counseling the Catholic: Modern techniques and emotional conflicts.** New York: Sheed & Ward, 1959. xiv, 301 p. \$4.50.—The book, written largely for the Catholic counselor and confessor, presents the psychological background for the problems treated (some of which are masturbation, homosexuality, alcoholism, scrupulosity) and describes the priest as a listener. It is not intended as an adequate presentation for the counselor with little psychological background. The book is revealing to the non-Catholic in that it shows the range of possibilities for the counselee in relationship to the church and the way he may be affected thereby, thus suggesting the need of the counselor to understand this relation-

ship. The book shows clearly the inadequacy of our present psychological knowledge in many of the areas covered, and accepting for the present this inadequacy, the approaches which can be taken.—F. Trigg.

7737. Harper, Robert A. (Washington, D.C.) **Psychoanalysis and psychotherapy: 36 systems.** Englewood Cliffs, N.J.: Prentice-Hall, 1959. viii, 182 p. \$1.95.—The main types of psychological theories and treatment of mentally disturbed persons are briefly presented, excluding therapies "that are physiologically oriented (drugs, shocks, surgery, etc.) and the adjunctive and non-verbal methods (such as dance, art, occupational and play therapies)." Chapters deal with Freudian and modified Freudian psychoanalysis, deviant systems (Adler, Stekel, Jung, Rank, Ferenczi, and Reich), dynamic culturalists (Horney, Sullivan, Fromm, and C. Anderson) and existential analysts, client-centered therapy, other types of individual therapy (psychobiologic, Gestalt, hypnotherapy, experiential therapy, and conditioned reflex therapy), varieties of group therapy (directive, general semantics, learning theory therapy, assertion-structured, and rational psychotherapy), and other forms (psychodrama, group-centered, and family therapy). A final chapter consists of a critique and overview. Glossary and selected reading.—J. T. Cowles.

7738. Lennard, Henry L., & Bernstein, Arnold. (Columbia U.) **The anatomy of psychotherapy: Systems of communication and expectation.** New York: Columbia Univ. Press, 1960. xviii, 209 p. \$6.00.—This book reports on how the concepts of the discipline of sociology apply to an analysis of psychotherapeutic process. They consider therapy as a system of action, as an informal exchange system, as a system of role expectations, and finally they consider the interrelations between communication and expectations for the therapist-patient duo.—F. J. Goldstein.

7739. Malone, Thomas P. (Atlanta Psychiatric Clinic, Atlanta, Ga.) **Individualism and psychotherapy.** *Ann. Psychother.*, 1959, 1(2), 47-54.—Choice is fundamental to the individual. What he chooses is less important than the fact that he freely chooses. . . . Given some choice, the individual grows. . . . The individual is not totally determined. There is a self-engendering factor in each individual which allows him to alter the configuration of his personality as it has been determined by his past. . . . The value of free choice to the individual is closely associated with anxiety. . . . Anxiety becomes then the normal, the necessary crucible of growth.—S. Glasner.

7740. National Conference on Social Welfare. **The social welfare forum, 1959.** New York: Columbia Univ. Press, 1959. xiv, 276 p.—A collection of papers centering around the theme "New knowledge—consequences for people." Among the papers are: Stability in the midst of change (Seymour Martin Lipset), Concepts of income adequacy (Helen H. Lamale), Individual change through group experience (Alan F. Klein), Alcoholism is everybody's problem (John R. Philp), and Rehabilitation of the mentally ill aging (David Freeman). Other papers relate more directly to other social welfare problems.—H. E. Yunker.

7741. Rockmore, M. J., & Marsh, Elias J. (Connecticut State Dept. Mental Health, Hartford) **Community planning as a support to treatment.** *Amer. J. Psychiat.*, 1960 (Feb), 116, 723-728.

7742. Smith, Mader S. (Alfred U.) **Parish clergymen's role images as pastoral counselors.** *J. Pastoral Care*, 1960, 14, 21-28.—Intensive interviews with 22 clergymen of 5 different denominations indicated the major roles of the clergy are congregational leader, symbolizer, pastoral counselor, and parish administrator and leader of the religious community. It is as pastoral counselor that the clergyman comes the closest to the secular professional. The hypothesis set up was that "the latent function of the clergy is to help create the more limited and the more stable relationship in a society" whereas the latent function of the secular profession is to "help create the more extensive and the more individualized relationships. Consequently, where counseling is emphasized by the clergy as its central role, role strains should develop for the clergyman." The study does not support this hypothesis.—O. Strunk, Jr.

7743. Strunk, Orlo, Jr., & Reed, Kenneth E. (West Virginia Wesleyan Coll.) **The learning of empathy: A pilot study.** *J. Pastoral Care*, 1960, 14, 44-48.—18 male theological students participating in a 12-week course of clinical pastoral training in a mental hospital were given the Empathy Test in a before-after design. Statistical analysis and clinical observation indicated general increase in empathy scores, 2 conspicuous exceptions being explained in terms of intense hostility and antagonism.—O. Strunk, Jr.

7744. Ulich, E. **Über das Freizeitverhalten Jugendlicher in Lehrlingsheimen.** [The use of leisure time by youth in vocational institutions.] *Psychol. u. Praxis*, 1960 (Jan-Mar), 4, 8-18.—The study is based on a survey of 302 youths in Munich vocational institutions. Differences between employed youth and school children were obtained in the number of responses involving leisure time. 21-item bibliog.—S. Kavruck.

7745. Waterman, Minnie L. (Oregon State Board Health, Portland) **Pastoral decision: To counsel or refer.** *J. Pastoral Care*, 1960, 14, 34-38.—The primary measures of whether a patient needs to be referred to a psychiatrist or will respond to pastoral counseling is the patient's life pattern of adjustment. If review of the life pattern shows the inadequacy to be paramount, supportive therapy is needed and referral is not necessary. If the emotional disturbance is severe, referral to psychiatric sources is recommended.—O. Strunk, Jr.

7746. Wolff, Kurt. (VA Hosp., Coatesville, Pa.) **Religion and mental health.** *J. Pastoral Care*, 1960, 14, 39-43.—A historical survey of the strained relationship between psychiatry and religion indicates greater cooperation and understanding in the contemporary world.—O. Strunk, Jr.

7747. Wolins, Martin. **A proposed research program for the Child Welfare League of America.** New York: Child Welfare League of America, 1959. iv, 17 p. \$.50.—The booklet presents the reasons why a social agency such as the CWLA should be interested not only in social work but also in social

research. A program of such a research is outlined. Among the numerous problems which could be discussed in such a research program, some seem to be particularly important, for instance: role conflicts of foster parents, study of reasons for placing children away from home, and dynamics in the mother-child family and consequences for the child.—A. Cuk.

7748. Wyatt, Frederick. (U. Michigan) Review of psychiatric progress, 1959: Clinical psychology. *Amer. J. Psychiat.*, 1960 (Jan), 116, 588-590.—N. H. Pronko.

(See also Abstracts 6793, 6814, 6821(b), 6823, 7324, 7463, 7593, 7974, 8323)

METHODOLOGY, TECHNIQUES

7749. Ames, Louise Bates. (Gesell Inst. Child Development, New Haven, Conn.) Longitudinal survey of child Rorschach responses: Younger subjects two to 10 years. *Genet. psychol. Monogr.*, 1960 (May), 61, 229-289.—Ss of above average intelligence and in the higher socioeconomic classes, 8 girls and 21 boys from 2 to 10 years of age, were tested twice a year until 5 and annually thereafter. Results showed that Ss do follow the changes predicted by group means in number, movement, color, form, correct form, content, and experience balance. The overall change is in a single straightline direction. All major variables increase during the age period from 2 to 10 years except for F%, D% (and A% in girls) which decline. Also, except for area scores and for sC, scores of individual Ss change from age to age in a straightline direction, again usually in an increasing direction, if we overlook temporary age fluctuations and consider the general direction of change for the total age span. Scores for any given S remain constant within the group. Consistency of content from age to age is impressive. Sex differences are small. Age itself can bring about conspicuous changes in the Rorschach response of any one individual.—Author abstract.

7750. Ayllon, Teodoro. (U. Houston) The application of reinforcement theory to ward behavior problems: The psychiatric nurse as a behavioral engineer. *Dissertation Abstr.*, 1960 (Feb), 20, 3372.—Abstract.

7751. Bandura, Albert; Lipsher, David H., & Miller, Paula E. (Stanford U.) Psychotherapists' approach-avoidance reactions to patients' expressions of hostility. *J. consult. Psychol.*, 1960 (Feb), 24, 1-8.—Tape recordings were analyzed. Patient-therapist interactions were coded for N of approach or avoidance reactions by therapists, and frequency of hostility expressed by patients. Psychotherapists tend to avoid hostility when directed to themselves. Patient hostility did not continue following therapist avoidance reaction. Therapists who express hostility permit and encourage patient hostility.—A. A. Kramish.

7752. Beasley, Florence A., Callaway, Claire S., & Stubbs, Trawick H. (Georgia Dept. Public Health, Atlanta) The follow-up study of discharged mental patients by the public health nurse. *Amer. J. Psychiat.*, 1960 (Mar), 116, 834-837.—N. H. Pronko.

7753. Beck, Samuel J. (Chicago, Ill.) The Rorschach experiment: Ventures in blind diagnosis.

New York: Grune & Stratton, 1960. viii, 256 p. \$6.50.—"The objective of the present book is to demonstrate the processes entering into the interpretation of a Rorschach test protocol. . . . Accompanying each report are extensive and detailed notes on my interpretive reasoning." After a consideration of the Experience Balance concept, 8 representative case illustrations are presented, followed by a discussion of test findings as related to treatability, an appraisal of defenses, and some notions on transference. 70 refs.—H. P. David.

7754. Bloomberg, Wilfred. (Connecticut State Dept. Mental Health, Hartford) A proposal for a community-based hospital as a branch of a state hospital. *Amer. J. Psychiat.*, 1960 (Mar), 116, 814-817.—N. H. Pronko.

7755. Boorstein, Seymour. (VA Hosp., Topeka, Kans.) Ego autonomy in psychiatric practice. *Bull. Menninger Clin.*, 1959 (Jul), 23, 148-156.—Some of the principles of Rapaport's theory of ego autonomy were profitably applied to the treatment of regressed schizophrenic patients on a woman's ward. Environmental stimulation was increased through an industrial therapy program with the purpose of providing a favorable setting for patient's egos to become more independent of the id. 17 refs.—W. A. Varvel.

7756. Borgatta, Edgar F., Fanshel, David, & Meyer, Henry J. (Cornell U.) Social workers' perceptions of clients. New York: Russell Sage Foundation, 1960. 92 p. \$2.00.—This monograph compares the characteristics of 3 groups of casework clients (adult males, adult females, unmarried mothers) on the basis of parallel factor analyses of the intercorrelations of 40 items selected from schedules completed by the caseworkers. Strategies for studying the casework enterprise are discussed.—L. S. Kogan.

7757. Bowers, Margaretta K. (NYC) Protestantism and its therapeutic implications. *Ann. Psychother.*, 1959, 1(2), 6-14.—"One of the cornerstones of Protestant religious ideation is the importance of the individual. . . . The Protestant has no obligation to higher authority than himself, and no need of a mediator between himself and his God. This type of value system offers a healthy mature individual an opportunity to find for himself a mature and good religion, but for the less fortunate immature person, it offers many pitfalls."—S. Glasner.

7758. Butcher, Thomas Eugene. (Louisiana State U.) An examination of the relationship between several therapist-patient variables and the adequacy of the therapeutic relationship. *Dissertation Abstr.*, 1960 (Feb), 20, 3374.—Abstract.

7759. Caglieris, A. N., & Saraval, A. Alcune osservazioni sull'azione proiettiva della musica mediante stimoli musicali accoppiati al T.A.T. [Some observations about the projective action of music through musical stimuli associated with the TAT.] *Arch. Psicol. Neurol. Psychiat.*, 1960 (Feb), 21, 67-78.—Music increases significantly the S's attitude to tell more fantastic stories.—L. L'Abate.

7760. Cannel, C. F., & Axelrod, Morris. Medical-history techniques: A study of special purpose. *Hlth. Statist.*, 1960 (Jan), Ser. D (No. 1), iii, 27 p.—A methodological study of special purpose medical-

history-taking procedures for large population surveys. (a) In general people were very willing to discuss their symptoms and illnesses with either nurses or nonmedical trained interviewers. (b) A set of questions and probes for standardized administration is practicable. (c) On most items the reliability of 2 reports taken a week or two apart was high. (d) There was no difference between trained lay interviewers and nurses trained in interviewing. (e) The self-administered form of the questionnaire obtained about the same frequency of symptoms and of illnesses as did the closed-interview form. However, the interview was necessary for follow-up probes as to the perceived cause of the symptom. Interviewer participation was particularly important in probing some of the details of illnesses. The open-interview questionnaire obtained considerably lower frequencies for the symptoms which were asked specifically in the closed-interview questionnaire. The evidence is that the symptoms reported in responses to the open questions were those which bothered or concerned the respondent most. Open questions also permitted the respondent to give information on the background of the symptom. His fuller description might give greater insight into the significance and importance of the symptom.—Author abstract.

7761. Carp, E. A. D. E. *Psychotherapie op grondslag van wereldbeelden*. [Psychotherapy on the basis of world-attitudes.] Lochem, Netherlands: De Tijdstroom, 1959. 113 p.—Psychotherapy should be an attempt to maintain the right of each person to realize his existence within the framework of the world-attitude, which he has freely chosen for himself. An anthropological study of various types of attitude encountered in psychiatric patients seeking therapy is given. Fixation in the sensorial-spatial attitude is found in hysteria, oligophrenia, and dementia; fixation in the psychologically understanding attitude in neurasthenia, melancholia, and mania; and fixation in the metaphysical attitude in paranoia and compulsion. The therapeutic possibilities for each of these types are discussed.—R. H. Houwink.

7762. Carstairs, G. M., Payne, R. W., & Whitaker, S. (Maudsley Hosp., London, England) *Rorschach responses of Hindus and Bhils*. *J. soc. Psychol.*, 1960 (May), 51, 217-227.—The Rorschach was given to 41 high-caste urban Hindus and 22 jungle-dwelling, illiterate Bhil tribesmen. All identifying clues were removed from the Rorschach records. It would be fair to conclude that there is no positive evidence that the Rorschach per se had anything to do with those significant differences which were obtained. This study has therefore produced no evidence that the Rorschach technique is especially useful in anthropological studies of this type.—Author abstract.

7763. Caruso, Igor A. *Psychanalyse et synthèse personnelle: Rapports entre l'analyse psychologique et les valeurs existentielles*. [Psychoanalysis and personal synthesis: Relations between psychological analysis and existential values.] Paris, France: Desclée de Brouwer, 1959. 272 p. Fr. 24.— "... a critical consideration of the theoretical premises and of some practical consequences of present day depth psychology ... arisen out of reflections about the practice." Neurosis means living according to one's sensations instead of according to a transcen-

dental hierarchy of objective values. The aim of life and psychotherapy is to find the criteria for objective truth, to make this truth one's own, and to live in accordance with it. No technique can or should assure complete neutrality and nonintervention of the therapist. Resistances may be overcome by requesting the analysand to write a report of the session and comparing it subsequently with the analyst's notes. Many references to Freud, Jung, Adler, Kierkegaard.—L. W. Brandt.

7764. Chowdhury, Uma. (P.O. Box 54, Ranchi, Bihar, India) *An Indian modification of the Thematic Apperception Test*. *J. soc. Psychol.*, 1960 (May), 51, 245-263.—It was found necessary to take into account profound differences between Indian and Euro-American culture, especially family organization, religion, and the expression of aggressive and sexual drives. In a few cases the changes were slight (an Indian musical instrument in place of the violin); in some they had to be considerable. Natural village scenes and human action patterns were photographed, and then, after analysis, were drawn in soft, not oversharpened, lines. The effect produced is in some instances expressive use of the body less sharply defined than in the Murray-Morgan pictures. The representative pictures and stories suggest that the essential purposes of the TAT were preserved. The test was given to 260 persons in South Bengal, and comparisons made between upper caste Hindus, lower caste Hindus, and Muslims. There is much greater productivity and projective fantasy among upper caste Hindus than among the others; high correlation between educational level and social status; the anticipated range from very rich to very meager response.—G. Murphy.

7765. Churchill, Sallie R. *Prestructuring group content*. *Soc. Wk.*, 1959 (Jul), 4(3), 52-59.—Discusses the planning of a group meeting of 5 disturbed children whose therapy consisted of planned active group activities such as hikes, etc. Considered are: the roles of the children in the group, the amount of physical activity and conformity desired, availability of equipment, etc.—G. Elias.

7766. Desoille, Robert. *Aperçu sur la technique du rêve éveillé dirigé en psychothérapie*. [Outline of the waking dream technique in psychotherapy.] *Evolut. Psychiat.*, 1959 (Oct-Dec), No. 4, 576-583.—After the patient has relaxed, the psychiatrist suggests a certain object, asking him to describe it or tell where he found it, and then to tell about an imaginary ascent or descent of a mountain. These and other themes were chosen because they tend to occur spontaneously in many Ss. The patient's descriptions constitute a symbolic form of the personality problems. 30-40, 2-hour sessions over 2 years are required for a cure. In each session nocturnal and waking dreams are psychoanalyzed. This method seems more efficacious in the treatment of sexual problems than with neurasthenics and hypochondriacs. However, in many cases, sensory-muscular reeducation is necessary in order to vanquish autonomous conditioned reflexes.—L. A. Ostlund.

7767. Devlin, William J. (Loyola U., Chicago, Ill.) *Catholicism and its therapeutic applications*. *Ann. Psychother.*, 1959, 1(2), 20-26.—"The Catholic philosophical system is the only system of philosophy that has presented an holistic concept of man,

maintaining man to be a unique individual, made up of two principles, psyche and soma. . . . There is a realistic, inherent dignity in every individual, for whom personal respect is due no matter what his . . . status. The patient is not to be manipulated in any way . . . but is an end in himself, has a goal and is to be helped to realize and strive for his own happiness in his own way in terms of the objective standards of right living and interpersonal relationships."—S. Glasner.

7768. Downing, R. (Family & Children's Service Greater St. Louis, Mo.) **A co-operative project of an elementary school and a family agency.** *Soc. Casework*, 1959 (Nov), 40, 499-504.—This is a report made after the 1st 2 years of a 4-year project in which the Community Service Society of New York is cooperating with the New York City Board of Education. The purpose of the project was to study the effects of an enriched school curriculum on children who live in an isolated deprived community. Hopefully it would help to alleviate a situation in which there is marked and steady deterioration in the performance and behavior of the school children when they reach the 5th grade. A program characterized as "preventive casework" utilizing the "positive approach" was instituted. The development and execution of the program is described and illustrated. Preliminary impressions suggest that it is resulting in improved school performance and more positive interpersonal relations.—G. Hearn.

7769. Eissler, Kurt R. **Variationen in der psychoanalytischen Technik.** [Variations in psychoanalytic technique.] *Psyche, Stutt.*, 1960 (Jan), 13, 609-624.—German translation of original English version (see *Int. J. Psycho-Anal.*, 1958, 39, 222-229).—E. W. Eng.

7770. Friedman, T. T., Rolfe, Phyllis, & Perry, Stewart E. (Boston State Hosp., Mass.) **Home treatment of psychiatric patients.** *Amer. J. Psychiat.*, 1960 (Mar), 116, 807-809.—N. H. Pronko.

7771. Furgeson, Earl H. (Wesley Theological Seminary) **Preaching and personality.** *Pastoral Psychol.*, 1959 (Oct), 10 (97), 9-14.—The personality of a preacher is a decisive factor in determining his sermons. The hostile paranoid and the helpless schizoid are discussed. The most promising type is the "mature love-satisfied preacher who follows what might be called a love-made-vital pattern."—A. Eglash.

7772. Geist, J., & Gerber, N. M. (Family Service Cincinnati & Hamilton County, O.) **Joint interviewing: A treatment technique with marital partners.** *Soc. Casework*, 1960 (Feb), 41, 76-83.—Joint interviewing is defined as one or a number of planned interviews of an hour's duration of husband and wife together by 1 caseworker. 6 situations in which joint interviewing is generally indicated are described. Treatment techniques include limit setting, clarifying of distortions, universalizing, transference and countertransference. A discussion of use of joint interviewing for terminating treatment, contraindications for joint interviews, and evaluating progress in treatment.—G. Hearn.

7773. Glasner, Samuel. (Board of Jewish Education, Baltimore, Md.) **Judaism and its therapeutic applications.** *Ann. Psychother.*, 1959 1 (2), 40-

46.—"The concepts and emphases of modern psychotherapy harmonize very closely with the basic concepts and emphases . . . of Judaism as a religion. . . . Judaism encourages extroversion rather than introversion," but does not deny the importance of the individual. "Essentially, Judaism is a nondogmatic religion. . . . Even in the realm of ethics and morality . . . Judaism has historically been relativistic. . . . Judaism has always insisted upon a realistic view of the world, of life, and of human nature. . . . Judaism not only permits, but commands the full enjoyment of life."—Author abstract.

7774. Göppert, H. (Freiburg, Germany) **Zur Klinik und Psychopathologie des Exhibitionismus.** [Clinical observations and psychopathology of exhibitionism.] *Jb. Psychol. Psychother.*, 1959, 6 (4), 319-327.—It is difficult to undertake an investigation of exhibitionism, because the clinician cannot fall back on his own similar experiences, and thus he cannot easily develop theories concerning this type of behavior which could be tested. The author of this article presents a detailed account of clinical observations of exhibitionists which came to his attention. The case histories are also presented, and the study of this material suggests that there are different characteristics in the dynamics underlying different cases. An examination of the findings in terms of Freudian steps of psychosexual development leads the author to the assumption that exhibitionism could be associated closest with the castration complex in the case of the male and with penis envy in the case of the female.—V. J. Bieliauskas.

7775. Grey, Loren. (U. Southern California) **Utilization of the earliest childhood recollection in detecting maladjustment among junior college students.** *Dissertation Abstr.*, 1959 (Dec), 20, 2382-2383.—Abstract.

7776. Guillaumin, J., Blanc, J., Breuil, M., & Voelckel, M. **Une méthode pour l'étude longitudinale de la personnalité de l'enfant telle qu'elle s'exprime dans le dessin et le comportement.** [A method for the longitudinal study of the personality of the child as it is shown in drawing and in behavior.] *Enfance*, 1959 (Nov-Dec), No. 5, 495-508.—The ideographic-nomographic dilemma of psychology may be resolved, it is claimed, by use of Cattell's P technique. The procedure is illustrated with 2 8-year-olds, a boy and a girl, who had been referred to an observation center as behavior problems. Daily drawings of a house and daily ratings of 6 behavior traits, made at meals by trained Os, provided the data. The findings are given in detail and it is concluded that the method provides a useful adjunct to diagnosis.—S. S. Marzolf.

7777. Haas, W. **Reaching out: A dynamic concept in casework.** *Soc. Wk.*, 1959 (Jul), 4 (3), 41-45.—Social workers can help clients who do not voluntarily come for help by "reaching out" to them. By offering help without pushing it upon the initially unwilling client and continuing to show sincere interest in and understanding of the client throughout contacts initiated by the social worker, it is possible to create the kind of rapport which eventually results in the client's voluntary involvement in therapy.—G. Elias.

7778. Hare, A. Paul; Waxler, Nancy; Saslow, George, & Matarazzo, Joseph D. (Harvard U.)

Simultaneous recording of Bales and Chapple interaction measures during initial psychiatric interviews. *J. consult. Psychol.*, 1960 (Apr), 24, 193.—The content of standardized initial psychiatric interviews is analyzed. Rank order correlations are given.—A. A. Kramish.

7779. Hoffman, Paul J. (U. Oregon) **The paramorphic representation of clinical judgment.** *Psychol. Bull.*, 1960 (Mar), 57, 116-131.—"This paper has been concerned with the manner in which information is utilized in decision making or in judgment situations. It is shown that mathematical models provide a way of describing mental processes which would otherwise be accessible only through introspection or electro-physiological techniques. A linear model and a configurational model are described, and illustrations furnished for each. Such models make possible the testing of hypotheses concerning method of combination, individual differences in judgment ability, effects of training, personality correlates, idiographic interpretation of case materials, etc."—W. J. Meyer.

7780. Hollander, Fred I. (Yeshiva U.) **The specific nature of the clergy's role in mental health.** *Pastoral Psychol.*, 1959 (Nov), 10 (98), 11-21.—Description of a National Institute of Mental Health project "to evolve a curriculum and teaching methodology in mental health education for the clergy."—A. Eglash.

7781. Holzberg, Jules D. (Chr.), **Williams, T. Glune; Schwartz, Morris S.; Peplau, Hildegard E., & Padula, Helen.** **Problems in the team treatment of adults in state mental hospitals: Panel, 1958.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 87-112.—In discussing the historical traditions of the state hospitals, Holzberg points out that lingering authoritarianism is a force of resistance to the use of interdisciplinary professional teams. Williams says teams could perform 3 important functions (surveying, planning, and rendering services), but there are many reasons why they are likely to fail. Schwartz thinks the function of the team might be to cope with and counteract certain illness-maintaining processes current in these hospitals. On the other hand, Peplau objects to calling laboring together "teamwork." She raises questions that need to be considered before endorsing the team approach and suggests that other types of facilities nearer to the community will be replacing state hospitals. Collaboration among professional colleagues will be needed for creative staffing and operation of these new services. Padula points out that the fact that a state hospital is a hospital, and not a clinic, accounts for the trouble in transposing intact a team method which is appropriate to a clinic. The hospital requires a flexible team to which each is invited only when his skill is required.—R. E. Perl.

7782. Howard, Alvin R. (Ed.) **Therapeutic roles in patient treatment.** Sheridan, Wyo.: Veterans Administration Hospital, 1959. 48 p.—Presents a symposium concerning the therapeutic roles of various mental hospital professions. Featured panelists represented the disciplines of nursing, psychiatric aide, psychology, and psychiatry. George A. Kelly raised the question whether treatment is a good idea in the psychiatric setting. He argued the negative, presenting the opinion that the patient him-

self should shoulder more responsibility for his improvement. Rather than viewing the patient as having an illness, he advocated the concept of disturbed behavior resulting from interpersonal processes.—A. S. Tamkin.

7783. Jones, Richard M. **An application of psychoanalysis to education.** Springfield, Ill.: Charles C Thomas, 1960. xi, 124 p. \$5.50.—Describes an experimental course, the self-knowledge workshop, conducted in a New England preparatory boarding school for girls (average age 17). The students met for 80 minutes each week in free, psychoanalytically oriented discussion sessions intended to help the students understand themselves. Weekly seminar classes of 40 minutes were also held. These were introduced with 20-minute lectures prepared by the instructor around the material brought up in the preceding free discussion.—G. Elias.

7784. Leveen, L., & Priver, D. (Jewish Committee for Personal Service, Los Angeles, Calif.) **A rehabilitation center for the discharged mental-hospital patient.** *Soc. Casework.*, 1959 (Dec), 40, 558-562.—The period of readjustment to community life can be an extremely difficult and traumatic one for the person who has been hospitalized for mental illness. To assist in this readjustment, the Jewish Committee for Personal Service established the Gateway Mental Health Center. The operation of the center is described and illustrated through 2 cases, one a widow with children and another an 18-year-old boy. The program, now permanently established, encourages the belief that "a well-structured program which fully exploits community resources has a vast potential for rehabilitation."—G. Hearn.

7785. Loewenstein, Rudolph M. **Bemerkungen über einige Variationen der psychoanalytischen Technik.** [Remarks on some variations in psychoanalytic technique.] *Psyche, Stutt.*, 1960 (Jan), 13, 594-608.—German version of original English publication (see *Int. J. Psycho-Anal.*, 1958, 39, 202-210).—E. W. Eng.

7786. Mahrer, Alvin R., Thorp, Thomas, & Sternlicht, Irwin. (Denver VA Hosp., Colo.) **The role of cues in psychodiagnosis.** *J. gen. Psychol.*, 1960 (Apr), 62, 247-256.—The results support the following conclusions: (a) The diagnostic cues used in this study bore a systematic, nonrandom relation to a standard set of diagnostic categories. (b) A diagnostic cue bears a positive relation to, is associated with, or is linked to a diagnostic category. (c) A diagnostic cue bears a negative relation to, is negatively associated with, points away from, negates, or eliminates a diagnostic category. (d) A diagnostic cue may bear positive and negative relations with sets of diagnostic categories. (e) A measure of the cue-diagnosis association overlaps ($r .73$) with a measure of the confidence or certainty with which that diagnosis is held. (f) The psychodiagnostic process is describable in terms of the influence of psychodiagnostic cues. With cues as a working unit, research is needed to study the "mode of combination" of a group of cues, resulting in a single diagnostic inference.—Author abstract.

7787. Martin, B., Lundy, R. M., & Lewin, M. H. (U. Wisconsin) **Verbal and GSR response in experimental interviews as a function of three degrees of "therapist" communication.** *J. abnorm.*

soc. Psychol., 1960 (Mar), 60, 234-240.—Volunteer Ss were placed in 3 experimental therapy situations talking to: a tape recorder; a therapist who would respond on a nonverbal level only; and a regular therapeutic situation, nondirectively oriented. The degree of manifest (GSR) and reported anxiety was obtained as well as ratings re the patient's tendency to approach meaningful areas of discussion and amount of associated affect. Over a period of 5½-hr. sessions, the "regular" group showed a tendency to approach more affectively-laden content and to experience more anxiety with the initial approach, but overall anxiety reduction. "Tape" and "non-verbal" group results were discussed and compared.—G. Frank.

7788. Masling, Joseph. (Syracuse U.) **The influence of situational and interpersonal variables in projective testing.** *Psychol. Bull.*, 1960 (Jan), 57, 65-85.—Despite the methodological flaws existing in studies concerned with the effects of method of test administration, testing situation, examiner influence, and subject influence on responses made to projective tests, there is strong evidence to show that these variables are important determiners of subject responses. One of the more important variables is the degree to which the S senses that the experimental conditions are integral to the total testing situations, i.e., if there is a feeling of high correspondence then S will be influenced. The implications for the client-clinician relationship are explored. 105 refs.—W. J. Meyer.

7789. Masserman, Jules H. (Ed.) **Science and psychoanalysis. Vol. III. Psychoanalysis and human values.** New York: Grune & Stratton, 1960. xiv, 377 p. \$11.00.—(see 34: 4926) Collection of selected papers (most of which had been read at the Academy of Psychoanalysis meeting in Philadelphia and in New York City) evaluating present trends in psychoanalysis. The papers are grouped into 6 parts dealing with: surveys of psychoanalytic work, theoretical and philosophical considerations related to psychoanalysis, anthropologic and sociological correlates of psychoanalytic theory, developmental observations related to psychoanalysis, clinical studies, and values in psychoanalytical therapy.—G. Elias.

7790. Mathews, Mason W. (Chr.), Hire, A. William; Staver, Nancy; Beiser, Helen R., Hulse, Wilfred C., Schiffer, Mortimer; Harrison, Saul I., & Dittmann, Allen T. **The psychotherapeutic function of the orthopsychiatric team: Report of the Committee on Psychotherapy: Panel, 1959.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 49-86.—By means of questionnaires, a pilot survey was made to explore the functioning of various clinics and services considered orthopsychiatric in nature. The background and principles of the study are given by Mathews. Assignment and preassignment procedures are discussed by Hire and Staver. The environment or setting and its influence on individual therapy is considered by Beiser. From a consideration of the training of team members in an interdisciplinary service, Hulse and Schiffer see only the beginnings of an integrated interdisciplinary psychotherapeutic orthopsychiatric team. Harrison discusses supervision as a teaching method. Dittmann proposes further study of the general function of the orthopsychiatric team.—R. E. Perl.

7791. Meier, C. A. **Projection, transference, and the subject-object relation.** *J. anal. Psychol.*, 1959 (Jan), 4, 21-34.—A translation of "Projektion, Übertragung und Subjekt-objektrelation" (*Dialectica*, 1954, 8, 4). Transference begins as projection of the archetype upon the analyst, who has the characteristic of a carrier. The relationship has a "totalistic" character in which the analyst "is transcended [by anima or animus]. . . a true symbol has come into being, and the subjective situation is characterized by the appearance of a creative element." Analyst and analysand are changed by the "analytical investigation of [the archetype, effecting: (1) in the analysand a greater] consciousness in particular and rouses the powers of healing in him; (2) . . . a reactive effect on the collective unconscious, so that the original image changes or other images appear. . . . This sets up a movement . . . which Jung has called the individuation process."—H. J. Buhler, Jr.

7792. Menninger, Karl. (Topeka, Kan.) **The psychological examination in the psychiatric case study.** *Bull. Menninger Clin.*, 1959 (Jul), 23, 131-143.—A general scheme for the organization and recording of psychological data in the psychiatric case study is presented under 4 headings: identification, part processes of psychological functioning (perception, cognitive functions, affective process, behavior), integrative patterns (relations to other people, to things and ideas, to self, to the present situation, to reality in general), and recapitulation.—W. A. Farvel.

7793. Meyer, C. H. (New York U.) **Quest for a broader base for family diagnosis.** *Soc. Casewk.*, 1959 (Jul), 40, 370-376.—"The quest for a broader base for family diagnosis requires that family caseworkers make use of new concepts that will enable them to view families in multi-dimensional ways." Such concepts may be found in the social sciences but must be selected with care. The article explores the utility of such concepts as Social Role, Social Interaction, Culture Conflict, Family Structure, and Complementarity.—G. Hearn.

7794. Mitchell, C. B. (Jewish Family Service, NYC) **Family interviewing in family diagnosis.** *Soc. Casewk.*, 1959 (July), 40, 381-384.—The author contends that in family diagnosis the caseworker has lacked a scheme for linking individual components of behavior with the behavior of significant family pairs, trios, and whole families—a scheme that would connect the psychological, interpersonal, and social components in a unitary way. Toward this end, the utility of family sessions of the type conducted by Nathan W. Ackerman are described and appraised.—G. Hearn.

7795. Newcomb, Margaret L. (VA Hosp., Boston, Mass.) **Review of psychiatric progress 1959: Psychiatric social work.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 638-640.—N. H. Pronko.

7796. Nichols, Robert C. (U. Kentucky) **A study of psychoanalytic symbolism in relation to stimulus generalization.** *Dissertation Abstr.*, 1960 (Mar), 20, 3839-3840.—Abstract.

7797. O'Gara, Elizabeth. **A follow-up study of school referrals to a family agency.** *Smith Coll. Stud. soc. Wk.*, 1959 (Oct), 30, 36-62.—Few of the families referred to a family agency by the schools

were actively concerned with their problems. Most of the families were referred because of over-acting-out behavior. Most of the cases would not have sought help without school intervention.—G. Elias.

7798. O'Neill, Francis J. (Central Islip State Hosp., N.Y.) **The mental hospital: Cornerstone for community psychiatric services.** *Amer. J. Psychiat.*, 1960 (Mar), 116, 810-813.—Total community mental health services in Great Britain centering around their public mental hospitals are described and their incorporation into the American program are urged on a wider scale than the existing one.—N. H. Pronko.

7799. Peller, Lili. **Daydreams and children's favorite books: Psychoanalytic comments.** *Psychoanal. Stud. Child*, 1959, 14, 414-433.—Typical childhood fantasies include the fantasy of loss and return of the mother, the fantasy of reversal of roles, the fantasy of attainment of oedipal wishes by the hero in a form acceptable to the ego of the latency child, the fantasy of having a twin, the "have nots" daydream of the enjoyment of a coveted environment, and the "early tales" built on the denial mechanism. At the core of every successful story there is a universal daydream. The fairy tale is at home in both the world of magic and denial in fantasy and in the well-observed world of sober everyday reality. (A list of juveniles and novels is appended.)—D. Prager.

7800. Perrier, F. **Psychanalyse de l'hypochondriaque.** [Psychoanalysis of the hypochondriac.] *Evolut. psychiat.*, 1959, No. 3, 413-433.—Studies of hypochondriacs have lagged because this problem tends to produce reactions of aggressiveness and misunderstanding on the part of the therapist. Therefore, traditional therapy is often ineffective. However, certain auspicious moments revealed by significant verbalizations aid the therapist for they reveal truths about the very beginning of the malady. Detailed illustrations are provided by psychoanalytic case studies. One is of a male university student whose symptoms included a phantasy of pregnancy; the other, of a woman of 45 with incestuous desires.—L. A. Ostlund.

7801. Rado, S. **The use of patients in graduate teaching in psychiatry.** *Psychiat. Quart.*, 1959, 33, 413-421.—In such teaching it is necessary to use patients for no less than 7 purposes: (a) mutual sensitization of physician and patient to motivational awareness; (b) basic science demonstrations including psychodynamics; (c) demonstration of clinical picture; (d) psychiatric examination; (e) demonstration of treatment procedures; (f) conferences for discussion of patients presented on admission, under treatment, and discharge; (g) supervised diagnostic-treatment work at outpatient clinics and at hospitals.—D. Prager.

7802. Reich, Annie. **Eine besondere Variation der Behandlungstechnik.** [A special variation of treatment technique.] *Psyche, Stutt.*, 1960 (Jan), 13, 625-634.—German translation of original English version (see *Int. J. Psycho-Anal.*, 1958, 39, 230-234).—E. W. Eng.

7803. Reynolds, R., & Siegle, E. (Community Service Society New York, NYC) **A study of casework with sadomasochistic marriages partners.**

Soc. Casewk., 1959 (Dec), 40, 545-551.—Can a couple whose married life is a continuous physical or verbal battle, or at best an armed truce, be helped by casework treatment? This question is answered with respect to 9 couples selected for study and treatment on the basis of certain defined criteria. The study reports upon the striking similarities among all 9 couples with respect to significant social and psychological characteristics; it enumerates the casework goals that were set and the extent to which these were achieved; and it concludes with a discussion of the 4 supportive treatment techniques used, namely, logical discussion, advice and guidance, the setting of realistic limits, and reassurance.—G. Hearn.

7804. Rogers, J. Maurice. (Stanford U.) **Operant conditioning in a quasi-therapy setting.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 247-252.—In 6 recorded interviews with student volunteers, S was asked to talk about himself. E differentially reinforced ("mm-hm" with a nod) positive or negative self-references, or reinforced not at all. Conditioning occurred re reinforcement of negative statement, not under conditions of reinforcement of positive references or nonreinforcement. No relationship was found between initial level of anxiety or emotional adjustment and conditionability. General, but not statistically significant, trends towards reduction of anxiety or improvement in adjustment were noted. Most Ss were unaware of therapist's manipulation of his verbalizations. Conclusion: a patient's verbalizations can be influenced by therapist's communication.—G. Frank.

7805. Rosner, S. (Child Guidance Clinic, Bridgeport, Conn.) **Some dimensions involved in interpreting diagnostic findings.** *Soc. Casewk.*, 1959 (Oct), 40, 445-448.—"There is an increasing tendency to rely upon interdisciplinary sources for information regarding diagnosis. The task of organizing, interpreting, and communicating these findings involves several variables of which the caseworker should be aware. This paper attempts to highlight some of these variables involved in interpreting diagnostic findings to a client, both when the findings pertain to him and when they pertain to another family member."—G. Hearn.

7806. Rostas, I. (Jewish Family & Community Service, Chicago, Ill.) **Casework treatment of mothers in behalf of their children.** *Soc. Casewk.*, 1960 (Feb), 41, 69-76.—Considers cases where major direct therapeutic work was with mothers and where the mother initiated contact with agency prompted by awareness that the child's symptoms were the result of her handling. Common characteristics of mothers in this category are discussed. Treatment is described in 3 phases. In general it was on an "ego-supportive level and dealt with the conscious material presented by the mothers; it offered these mothers a corrective experience through positive relationship and positive identification with a woman worker."—G. Hearn.

7807. Rust, Ralph M. (Yale U.) **Epidemiology of mental health in college.** *J. Psychol.*, 1960 (Apr), 49, 235-248.—The development of a "Twelve-Problems" scale for measuring the mental health of college students was administered by mail to 833 Yale undergraduates. $\frac{1}{4}$ reported 4 or more problems, and 30% reported no problems. Those students with

more problems are less satisfied with their college experience, have poorer study habits, regard themselves as less healthy, and are more likely to visit the Mental Hygiene Clinic. Number of problems was not significantly related to class in college, school and degree, type of secondary school, self-estimate of social class, Yale relatives, financial aid status, estimated study time, predicted grade average, achieved average, or achievement status. Ss with poorer mental health have poorer interpersonal relations, are less involved with their college and are less interested in things athletic. Students with more problems are more likely to describe themselves as lonely, worrying, insecure, tense, moody, and dissatisfied, and are less likely to describe themselves as contented and well-balanced.—Author abstract.

7808. Sapolsky, Allan. (Adelphi Coll.) **Effect of interpersonal relationships upon verbal conditioning.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 241-246.—"Two conditioning experiments were conducted in which E used 'mmm-hmm' to reinforce sentences which S began with pronouns 'I' or 'We.' Experiment I relied upon instructions to create a condition of either High- or Low-Attraction between S and E. Experiment II utilized . . . [a] scale to establish Compatible and Incompatible groups in terms of interpersonal needs. . . . Ss who were incompatible, or not attracted to E, suppressed the effects of reinforcement until removed from E's presence. The implications of these findings for generalizing from verbal conditioning situations to the patient-therapist relationship in clinical settings was discussed."—G. Frank.

7809. Schachter, M., & Cotte, S. **Étude psychodiagnostique d'un nouveau groupe de triplets.** [Psychodiagnostic study of a new group of triplets.] *Acta genet. med. gemellolog.*, 1959 (Jul), 8, 347-360.—The complete Rorschach and HTP results of a set of 8-year-old triplets are presented in an attempt to point out the original traits of the minds of each individual. German, English, and Italian summaries.—D. A. Santora.

7810. Scheunert, Gerhard. **Zum Problem der Gegenübertragung.** [On the problem of countertransference.] *Psyche, Stutt.*, 1960 (Jan), 13, 574-593.—Although current emphasis on "encounter" in psychotherapy is a mistaken attempt to systematically introduce the nonpsychological into psychotherapy, the earlier and opposite emphasis on the therapist as "mirror" is equally unrealistic. The capable psychotherapist has emotional responses to his patient but is also able to recurrently secure the critical distance necessary for making them of use to his patient. In the last analysis the "psychoanalytic object" is the therapeutic twosome itself.—E. W. Eng.

7811. Schiffer, Mortimer. **The use of the seminar in training teachers and counselors as leaders of therapeutic play groups for maladjusted children.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 154-165.—In New York City therapeutic play groups have been operating in 8 elementary schools. Open seminars have been used in supervising and training play group workers in the school setting. Besides providing specific control of the play group practice, by admitting other teachers these seminars have broadened their knowledge of child behavior and

helped them to function more effectively in the classroom.—R. E. Perl.

7812. Schoenfeldt, B. K. **Projective test norms and their use in case studies.** *Percept. mot. Skills*, 1960 (Feb), 10, 21.—"To facilitate projection . . . a procedure which simulates the comic strip [requires] S . . . to arrange in a sequence all or part of eight plates from Symonds' test on which a boy is shown. Then S tells a story. . . . To establish norms [on 150 protocols of male youngsters, ranging from 8 to 18 yr.], the following response characteristics were studied: (a) number of pictures used for the story by a child at successive ages and for children in each age-group; (b) which pictures were chosen and which ones excluded by children of different age-groups; (c) position of each picture within stories; (d) initial and final pictures; (e) titles for stories; and (f) variation of the significance given to each single picture (i.e., father and mother image, isolation amidst skyscrapers, etc.)." Normative data for girls is also being collected.—C. H. Ammons.

7813. Schultz, Johannes H., & Luthe, Wolfgang. **Autogenic training: A psychophysiologic approach to psychotherapy.** New York: Grune & Stratton, 1959. xii, 289 p. \$9.50.—The steps in the physician's training of his patient in the use of auto-suggestive muscular relaxation ("heaviness") and vasorelaxation ("warmth") are described in Part I. Application to psychosomatic and neurotic problems follows with case documentations. The experimental and theoretical considerations, along with the bibliography, complete this book that reviews the studies started in 1905 by Schultz. 26 p. bibliog.—L. A. Pennington.

7814. Schwab, Eric. **A smiling doctor came to Manila.** *World Hlth.*, 1959 (May-Jun), 12, 9-15.—Under the guidance of Manuel M. Escudero, the National Mental Hospital is being transformed into a place for treatment and cure where anyone can go for advice and assistance.—G. K. Morlan.

7815. Southard, Samuel. (Southern Baptist Theological Seminary) **Impatience in pastoral counseling.** *Pastoral Psychol.*, 1959 (Nov), 10 (98), 49-54.—Impatience, "a continual vocational hazard in pastoral counseling," is "part of the normal tension that exists between the various tasks of a pastor."—A. Eglash.

7816. Stanley, Elizabeth. **School social workers' and teachers' attitudes toward problem behavior.** *Smith Coll. Stud. soc. Wk.*, 1959 (Oct), 30, 19-35.—School social workers and teachers rated children's behavior trends in similar fashion. Social workers were more concerned with withdrawal behavior. Teachers who referred children to the mental hygiene clinic tended to be more similar to social workers in their ratings.—G. Elias.

7817. Stevenson, Ian, & Wolpe, Joseph. (U. Virginia) **Recovery from sexual deviations through overcoming non-sexual neurotic responses.** *Amer. J. Psychiat.*, 1960 (Feb), 116, 737-742.—3 cases of sexual deviation are presented in each of which a significant improvement occurred with comparatively few treatments. It is argued that the recall of repressed memories of early traumatic experiences in order to effect a cure is an untenable generalization.—N. H. Pronko.

7818. Stone, John Truman. (U. Pittsburgh) **An experimental investigation of the effect of mode of color stimulation on inkblot response times.** *Dissertation Abstr.*, 1959 (Dec), 20, 2391-2392.—Abstract.

7819. Strupp, Hans H. (U. North Carolina) **Some comments on the future of research in psychotherapy.** *Behav. Sci.*, 1960 (Jan), 5, 60-71.—Discusses the general area of research in psychotherapy around the question "Has research exerted a demonstrable influence on the theory and practice of psychotherapy?" and the answer that "up to the present research contributions have had exceedingly little influence on the practical procedures of psychotherapy." Emphasizes the need to study the therapist—such qualities as his respect for the patient's struggles toward self-realization, capacity for empathy emotional maturity, etc. 18 refs.—J. Arbit.

7820. Tallman, Frank F. (U. California, Los Angeles) **The state mental hospital in transition.** *Amer. J. Psychiat.*, 1960 (Mar), 116, 818-824.—The improvement of the state hospital in personnel, services, research, and attitude of professional personnel are discussed.—N. H. Pronko.

7821. Teicher, M. I. (Yeshiva U.) **Man-in-society.** *Soc. Casework*, 1959 (Oct), 40, 442-444.—The article contends that it is essential for a social worker, dealing with a functioning human being, to recognize that psychiatric and social science explanations complement each other and that both are necessary. To illustrate his contention, the author cites the unusual piece of behavior known as "windigo psychosis," found among the Algonkian-speaking Indians of northeastern Canada. To fully understand this phenomenon one must consider it both psychiatrically and culturally. Each approach to understanding complements the other; each is essential.—G. Hearn.

7822. Tirnauer, Lawrence. (Pennsylvania State U.) **Anxiety and the behavior of psychotherapists in an experimental setting.** *Dissertation Abstr.*, 1960 (Feb), 20, 3391-3392.—Abstract.

7823. Trent, Richard D., Fernandez-Marina, R., & Maldonado-Sierra, E. D. (Puerto Rico Inst. Psychiatry, Bayamon) **The cross-cultural application of the adjectival check list adjustment index: A preliminary report.** *J. soc. Psychol.*, 1960 (May), 51, 265-276.—The value of a Spanish adjectival check list (ACL) is presented with suggestion that the technique may be applicable to literate members of the various Spanish-speaking societies of Latin America. A 4-step procedure for constructing the test is described in detail. 5 Latin American psychiatrists categorized each adjective as favorable, neutral, or unfavorable in terms of personal mental health criteria. 16 neurotic and 32 healthier control Ss, matched for 11 variables, were employed to test the validity, reliability, and relevance of the ACL. Evidence related to 4 scoring indices is described. ACL scores clearly distinguish between the neurotic and healthier Ss for the 4 indices.—Author abstract.

7824. Wallach, Martin. (U. North Carolina) **Certain relationships between psychotherapists' attitudes and their perceptions of patient variables.** *Dissertation Abstr.*, 1960 (Jan), 20, 2911-2912.—Abstract.

7825. Waskow, Irene Elkin. (U. Wisconsin) **The effect of selective responding by the therapist in a quasi-therapy setting.** *Dissertation Abstr.*, 1960 (Apr), 20, 4180-4181.—Abstract.

7826. Work, Henry H. **The orthopsychiatric approach to medical education: Workshop report.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 196-199.—A description of the 1st workshop of the Committee on Medical Education of the American Orthopsychiatric Association. The challenging problem was what the various disciplines of orthopsychiatry have to offer to neutralize the anxiety of students.—R. E. Perl.

7827. Zaks, M. S. **"Draw-a-man-with-a-club": A technique for study of aggression and relations to authority figures.** *Percept. mot. Skills*, 1960 (Feb), 10, 46.—"The use of drawings of a man with a club (or stick) has been initiated . . . [for] studying underlying conflicts and Ss' characteristic ways of handling aggression and relations to authority figures. The assumptions are the same as in other DAP techniques."—C. H. Ammons.

7828. Zilboorg, Gregory. (New York Medical Coll.) **Psychoanalysis and religion.** *Pastoral Psychol.*, 1959 (Nov), 10 (98), 41-48.—". . . psychoanalysts relieve their patients from feeling guilty about things of which they really are not guilty, and leave them with the sense of guilt about things of which they really are guilty." As "a systematized, scientific, working hypothesis about human behavior," psychoanalysis is no threat to religion.—A. Eglash.

(See also Abstracts 7980, 8065(a), 8115 8516(a))

DIAGNOSIS & EVALUATION

7829. Ames, Louise Bates. (Gesell Inst. Child Development, New Haven, Conn.) **Constancy of content in Rorschach responses.** *J. genet Psychol.*, 1960 (Mar), 96, 145-164.—Content of Rorschach responses of 8 girls and 21 boys tested annually from 2 to 10 years and of 35 girls and 30 boys tested annually from 10 to 16 years were analyzed to determine the extent to which individual Ss gave identical responses from age to age. Both girls and boys in the younger group gave consistent responses (same content on any 1 card on 4 or more consecutive yearly tests) on a mean of 3.9 cards per S. At older ages, means for constant responses per S were 4.8 for girls, 5.0 for boys. Sex differences were small. Younger boys showed a little more consistency than did girls. There was less difference at the older ages. With the exception of Allen's study on responses of his own son between the ages of 4 and 10 years (see 29: 5685), early longitudinal Rorschach studies have discussed mean score changes for groups of Ss rather than yearly changes or consistencies in responses of individual Ss. The high degree of consistency of content of response from age to age in present Ss seem to disprove Allen's contention that the repetition of certain specific responses from age to age, in the case of his son, "obstinately calls for an explanation." Not does it seem to support his argument that "inadequate information about testee's background may result in inappropriate inferences," since in both his S and present Ss a large majority of consistent responses are popular in nature. 2 groups of Ss giving con-

sistent content were noted. 1 group appeared to repeat a popular or unenlivened response from age to age more or less automatically, expressing little of unique or original individuality. A 2nd group, also highly consistent in their response, included some of the most superior Ss from the point of view of enlivenment of response.—Author abstract.

7830. **Armstrong, R. G., & Hauck, P. A.** (East Moline State Hosp., Ill.) **Correlates of the Bender-Gestalt scores in children.** *J. psychol. Stud.*, 1960 (Mar-Apr), 11, 153-158.—"A group of 98 boys and girls from 6-12 were administered the B-G, the WISC, and the Goodenough in an attempt to determine which of the factors (maturation, intelligence, or emotional disturbance) is correlated with B-G scores. The results indicated that B-G scores are related only with age for both boys and girls, and that WISC scores are related well with B-G scores also but only for the boys."—M. S. Mayzner.

7831. **Bleckner, Janet E.** **The responses of average and gifted students on the group Rorschach test.** *Calif. J. educ. Res.*, 1959 (Nov), 10, 200-206.—Group Rorschach responses were analyzed for 100 gifted children (51 boys and 49 girls; California Test of Mental Maturity IQ of 120 and up) and 87 average (50 boys and 37 girls; California Test of Mental Maturity IQ 90-110). No statistically significant differences were found between the responses of the 2 groups for any categories employed. Some possible implications were discussed.—T. E. Newland.

7832. **Blyth, David DeWaller.** (Ohio State U.) **Dependence, independence, and other factors related to veterans' reactions to an offer of psychotherapy.** *Dissertation Abstr.*, 1960 (Jan), 20, 2899.—Abstract.

7833. **Braen, B. B.** **Development of a theoretically-based manifest rigidity inventory.** *Psychol. Rep.*, 1960, 6, 75-88.—"The aim . . . was to develop an inventory [Self Description Inventory] for the measurement of behaviors inferred from a consideration of the rigidity construct formulated by Lewin and Kounin. . . . The item sets . . . were labelled Homogeneity-Heterogeneity (Hom-Het), Coherence-Incoherence (Coh-Inc), Deliberation-Impulsivity (Del-Imp), and Externalization-Internalization (Ext-Int). . . . Two item analysis, based on data from two different samples of college students, made possible 49 manifest rigidity items. . . . It was concluded that the inventory possessed suitable reliability and validity for measuring hypotheses about manifest rigidity."—C. H. Ammons.

7834. **Brehmer, Ingrid.** **Eine Untersuchung der Zuverlässigkeit des Farbpapierpyramiden-Tests.** [An investigation of Color-Pyramid Test reliability.] *Psychol. Rdsch.*, 1960 (Apr), 11, 109-118.—The retest reliability of the Color Pyramid Test was established with a sample of 105 Swedish students. After 5 weeks the retest yielded satisfying correlations. A validation study, using ratings of the group as validation criterion, failed to bring satisfactory correlations.—W. J. Koppitz.

7835. **Briggs, Peter F., & Wirt, Robert D.** (U. Minnesota) **Intra-Q deck relationships as influences and realities in personality assessment.** *J. consult. Psychol.*, 1960 (Feb), 24, 61-66.—Q sort descriptions were compared with known characteristics

of Ss. Character disorders were described as more socially desirable even though this group was known to be delinquent. The results suggest caution when using the Q sort technique in defining stereotypes.—A. A. Kramish.

7836. **Brutten, Eugene J.** (Southern Illinois U.) **Colorimetric Measurement of anxiety: A clinical and experimental procedure.** *Speech Monogr.*, 1959 (Nov), 26, 282-287.—"Initially, palmar sweat prints had been evaluated colorimetrically on a 4-point scale of darkness representing faint to intense sweating. Though this means of distinguishing anxiety has been shown to have validity, refinements introduced in the present study have been added as a means of increasing the reliability and utility of palmar sweat anxiety measurements."—D. Lebo.

7837. **Canter, Arthur.** **The efficacy of a short form of the MMPI to evaluate depression and morale loss.** *J. consult. Psychol.*, 1960 (Feb), 24, 14-17.—2 patient groups with different degrees of depression and emotional disturbance were given a short form MMPI. The D, Pt, and K items appear to differentiate between degrees of disturbance and are effectively maintained.—A. A. Kramish.

7838. **Diamond, Florence.** (Claremont Graduate School) **Style and content in personality rigidity.** *Dissertation Abstr.*, 1960 (Jan), 20, 2901.—Abstract.

7839. **Donahoe, John W.** (U. Kentucky) **A dimensional analysis of clinical judgment.** *J. consult. Psychol.*, 1960 (Feb), 24, 96.—Judges were unable to integrate separate judgments into an accurate global statement. Scaling is a means of assessing clinical judgment under a variety of conditions.—A. A. Kramish.

7840. **Efron, Herman Y.** (VA Hosp., Lyons, N.J.) **An attempt to employ a sentence completion test for the detection of psychiatric patients with suicidal ideas.** *J. consult. Psychol.*, 1960 (Apr), 24, 156-160.—104 psychiatric Ss were tested to elicit suicidal ideation. Correct identifications varied from 30% to 43%. False positives were 33%. Psychologists tended to agree with each other more often than expected by chance. Severity of illness was primary in the experiment rather than being able to predict suicide.—A. A. Kramish.

7841. **Feigenbaum, Louis.** (U. Kentucky) **An investigation of some aspects of the Szondi test.** *Dissertation Abstr.*, 1960 (Apr), 20, 4170.—Abstract.

7842. **Fisher, G. M.** **Comment on Starr and Marcuse's "Reliability in the Draw a Person Test."** *Percept. mot. Skills*, 1959 (Sep), 9, 302.—"This comment aims to clarify the meaning of Starr and Marcuse's [*J. proj. Tech.*, 1959, 23, 83-86] data on the reliability of the sex of the first-drawn figure."—C. H. Ammons.

7843. **Fitzgerald, Bernard Joseph.** (Ohio State U.) **The relationship of two projective measures to a sociometric measure of dependent behavior.** *Dissertation Abstr.*, 1959 (Dec), 20, 2380-2381.—Abstract.

7844. **Ginsberg, A.** **O Teste de Piramide de Cores: Sua validade e precisao.** [The Color Pyramid Test: Its validity and accuracy.] *Bol. Psicol., Sao Paulo*, 1959, No. 37, 28-36.—The author relates and explains the Color Pyramid Test, as well as comparing it with the Rorschach test with good results.

The author concludes it to be an interesting and useful test, but its validity and accuracy has not yet been proved.—N. P. Mejias.

7845. Griffith, Richard M., & Taylor, Vivian H. (VA Hosp., Lexington, Ky.) Incidence of Bender-Gestalt figure rotations. *J. consult. Psychol.*, 1960 (Apr), 24, 189-190.—Rotations are diagnostically significant. The study confirms this belief and establishes relative frequencies of such distortions.—A. A. Kramish.

7846. Grigg, Austin E., & Thorpe, Joseph S. (U. Texas) Deviant responses in college adjustment clients: A test of Berg's deviation hypothesis. *J. consult. Psychol.*, 1960 (Feb), 24, 92-94.—A list of common and uncommon adjectives from the Gough Adjective Check List was given to freshmen. Those freshmen who became treatment cases had greater deviant response scores than those in a control group.—A. A. Kramish.

7847. Herman, Jack L. (New York U.) Ideational and motor correlates of the Rorschach experience type. *Dissertation Abstr.*, 1960 (Mar), 20, 3831-3832.—Abstract.

7848. Howe, E. S. Further comparison of two short-form derivatives of the Taylor Manifest Anxiety Scale. *Psychol. Rep.*, 1960, 6, 21-22.—(see 34: 7849) "Replication with different Ss of a comparison of the short Taylor MAS and the Christie and Budnitzky forced-choice presentation of the same items, yields approximately the same results as the original study. Data concerning reliability and skewness again do not give an unequivocal impression that the forced-choice format reduces social desirability effects."—C. H. Ammons.

7849. Howe, E. S., & Silverstein, A. B. Comparison of two short-form derivatives of the Taylor Manifest Anxiety Scale. *Psychol. Rep.*, 1960, 6, 9-10.—"The relation is explored between the 20-item MAS and a forced-choice presentation (which allegedly reduces social desirability effects) of the same items. The correlation between the two scales is .82. Data concerning reliability and skewness do not give an unequivocal impression that the forced-choice format reduces social desirability effects. Further experimentation is needed."—C. H. Ammons.

7850. Jones, Nelson Frederick, Jr. (Northwestern U.) Validity of clinical judgments of schizophrenic pathology based on verbal responses to intelligence test items. *Dissertation Abstr.*, 1959 (Dec), 20, 2383.—Abstract.

7851. Kagan, Jerome. (Fels Research Inst., Yellow Springs, O.) The long term stability of selected Rorschach responses. *J. consult. Psychol.*, 1960 (Feb), 24, 67-73.—A summarization is made on "long term intra-individual stability" of Rorschach categories for 3 standard Rorschach protocols and a modified set of Rorschach stimuli. 23 refs.—A. A. Kramish.

7852. King, Bert T. (USN Medical Research Lab.) Predicting submarine school attrition from the Minnesota Multiphasic Personality Inventory. *USN Med. Res. Lab. Rep., New Lond.*, 1959 (Aug), 18(8, Whole No. 313). 25 p.—A group of 76 graduates of a submarine school class was compared with a group of 74 who were dropped from the

class for academic and temperamental deficiencies with respect to background variables, Navy Basic Test Battery scores, and MMPI scores. An MMPI attrition key yielded a biserial validity coefficient of 0.74. A weighted combination of the attrition key, mechanical and arithmetic aptitude scores, and pay grade was found to afford best prediction of attrition.—J. L. Brown.

7853. Kohn, H. Some personality variables associated with binocular rivalry. (VA Hosp., Palo Alto, Calif.) *Psychol. Rec.*, 1960, 10, 9-13.—Stereoscopic presentation of word pairs, emotionally toned and neutral words. Areas covered sex, dependency, and aggression. Ss were 24 patients selected on basis of 75% or less eye dominance. Correlation between facilitation for seeing predominance of emotional words in aggression and dependency areas with more expression of fantasies in these areas on TAT. Also, patients tending to report more emotional words in general in stereoscope yielded high aggression scores on TAT and a hostility questionnaire. Word ratings of aggression did not correlate significantly with the stereoscopic index.—R. J. Seidel.

7854. Lange, Herbert. (Purdue U.) An investigation of the validity of the Rorschach technique of predicting sociability. *Dissertation Abstr.*, 1960 (Jan), 20, 2920-2921.—Abstract.

7855. Levitt, Eugene E., & Grosz, Hanus J. (Indiana U. Medical Center) A comparison of quantifiable Rorschach anxiety indicators in hypnotically induced anxiety and normal states. *J. consult. Psychol.*, 1960 (Feb), 24, 31-34.—Rorschach records were obtained from normal Ss in hypnosis and in induced anxiety. Anxiety state is reflected statistically.—A. A. Kramish.

7856. Martin, Harry Jerome, Jr. (U. Houston) A comparison of sign and clinical approaches in predicting psychiatric diagnosis. *Dissertation Abstr.*, 1960 (Mar), 20, 3837-3838.—Abstract.

7857. Murray, D. C. (VA Center, Biloxi, Miss.) The influence of diagnosis, age, intelligence, and race on answers to the positive projective question. *J. psychol. Stud.*, 1960, 11, 110-117.—"This paper was concerned with group administration of the Positive Projective Question Test to a large number of neuropsychiatric inpatients. . . It seemed that patients with varying diagnoses did show different patterns in their answers to the test."—M. S. Mayzner.

7858. Nagge, William Walker. (U. Kentucky) A study of the behavior of paranoid schizophrenics on the Thematic Apperception Test. *Dissertation Abstr.*, 1960 (Mar), 20, 3838-3839.—Abstract.

7859. Nakashima, Yoshie. (Tokushima U., Japan) Oto TAT no kokoromi: Oto TAT no datōsei ni tsuite. [An acoustic TAT: An experiment on its validity.] *Jap. J. educ. Psychol.*, 1959 (Sep), 7, 84-89, 128.—The acoustic TAT of the Kagawa University was administered to a normal adult and the result was compared with other personality tests: TAT, Rorschach test, Yatabe-Guilford Personality Test, Rosenzweig P-F Study, Color Symbolic Test, SCT, and Diagnostic Propensity Test. In personality testing the acoustic TAT has proven to have various tendencies in common with the aforementioned tests.

Application of the acoustic TAT seems to be promising. English summary.—S. Ohwaki.

7860. Peck, Cecil P. (U. Kentucky) **An investigation of association-provoking properties and meanings attributed to the Rorschach inkblots.** *Dissertation Abstr.*, 1960 (Mar), 20, 3841-3842.—Abstract.

7861. Saslow, Harry Lewis. (U. Pittsburgh) **Longitudinal stability of Rorschach factorial structure of school-age children.** *Dissertation Abstr.*, 1960 (Feb), 20, 3391.—Abstract.

7862. Seidel, Claudene. (George Washington U.) **The relationship between Klopfer's Rorschach Prognostic Rating Scale and Phillips' Case History Prognostic Rating Scale.** *J. consult. Psychol.*, 1960 (Feb), 24, 46-49.—100 schizophrenic patients were rated on the 2 scales. 2 different approaches are represented. The RPRS determinant scores and form level ratings are related to the outcome of schizophrenic illness.—A. A. Kramish.

7863. Shaw, Barrie. (U. Kentucky) **Sex popular in the Rorschach.** *Dissertation Abstr.*, 1960 (Apr), 20, 4178-4179.—Abstract.

7864. Silverstein, A. B. (Pacific State Hosp., Pomona, Calif.) **A cluster analysis of object sorting behavior.** *J. consult. Psychol.*, 1960 (Feb), 24, 98.—A clarification is made of the interrelations of certain aspects of the Goldstein-Scheerer Object Sorting Test. The distinction between the 2 parts of the test is justified. The results suggest "that while abstract and concrete definitions may lie on a continuum, functional definitions actually represent a thing apart."—A. A. Kramish.

7865. Sterling, Mac Edward. (U. Kentucky) **Color shock on the Rorschach test.** *Dissertation Abstr.*, 1960 (Mar), 20, 3844-3845.—Abstract.

7866. Strümpfer, Deodandus Johann Willhelm. (Purdue U.) **A study of some communicable measures for the evaluation of human figure drawings.** *Dissertation Abstr.*, 1960 (Jan), 20, 2910-2911.—Abstract.

7867. Sydiaha, Daniel. (U. Saskatchewan) **On the equivalence of clinical and statistical methods.** *J. appl. Psychol.*, 1959 (Dec), 43, 395-401.—Based on material from a doctoral thesis, an attempt was made to resolve an inconsistency in Meehl's analysis of statistical vs. clinical methods of assessment (see 29: 3991). "Eight interviewers assessed from 14 to 50 Canadian Army applicants using information obtained from biographical and test data, and from interview conversation. Each applicant was described on a 120-item Q-sort check list. These data were quantified and combined into composite statistical scores (biographical and test data) and clinical scores (Q-sort data). The results indicated that: (a) clinical scores were associated more closely with decisions than were statistical scores; (b) statistical and clinical scores correlated at a low level; (c) the decisions of different interviewers were associated with the same Q-sort, biographical, and test data; and (d) statistical and clinical scores were comparable in reliability." "... this study ... strengthens the status of the clinical assessment."—J. W. Russell.

7868. Waller, Patricia Fossum. (U. North Carolina) **Correlates of Rorschach shading scores ob-**

tained with two methods of inquiry. *Dissertation Abstr.*, 1960 (Jan), 20, 2912.—Abstract.

(See also Abstracts 7729, 7995, 8003, 8051(a), 8134(a))

TREATMENT METHODS

7869. Abramson, H. A. (Long Island Biological Ass.) **Lysergic acid diethylamide (LSD-25): XXX. The questionnaire technique with notes on its use.** *J. Psychol.*, 1960 (Jan), 49, 57-65.—(see 34: 6000) The questionnaire, in use 8 years, was composed by surveying the literature on LSD-25 and listing all the symptoms and signs reported. The questionnaire was divided into 2 parts. Studies of Part I showed that some questions were not so significant for the LSD reaction as were others. Part II can be used as a short mental rating test. According to the particular experimental design, Ss filled in Parts I and II and were also questioned by the Os with additional notes on the back of the chart by the Ss. Nonpsychotic Ss know the contents of the questionnaire before the experiment. Placebo reactors are high; therefore it is imperative to have essentially placebo-negative Ss. In a group there is S-to-S variability. Every effort must be made to eliminate or dilute the anxiety of the Ss. The social atmosphere aids a great deal. The Response Index is described and evaluated.—H. A. Abramson.

7870. Abramson, H. A., Rolo, A., Sklarofsky, B., & Stache, J. (Biological Lab., Cold Spring Harbor) **Production of cross-tolerance to psychosis-producing doses of lysergic acid diethylamide and psilocybin.** *J. Psychol.*, 1960 (Jan), 49, 151-154.—When Siamese fighting fish are injected intraperitoneally with 25 mg. of psilocybin, their reactions are identical with those produced by LSD-25 itself. Thus, LSD and psilocybin in the fish may affect the same enzyme systems as do the respiratory enzyme poisons. In man, the same group of nonpsychotic Ss has been used for the past 5 years for the study of LSD and its derivatives. All compounds were administered orally in distilled water or, in the case of psilocybin, in capsules containing up to 2 mg. per capsule. Cross-tolerance to LSD by psilocybin by MLD-41 was achieved by administering these drugs at home 5-12 days in increasing doses. If symptoms developed during the pretreatment period at home, the Ss were cautioned not to drive or engage in any outdoor occupation. One S was able to take 15 mg. in one day, in divided doses, without serious symptoms. Another took a total of 103 mg. for 14 days and was able to take 6 mg. psilocybin with only minor symptoms. A questionnaire was used to measure tolerance.—Author abstract.

7871. Bartlett, Francis H. (NYC) **The place of values in the practice of psychotherapy: A Marxist view.** *Ann. Psychother.*, 1959, 1(2), 15-19.—"Marxism emphasizes the cooperative, the socialized aspects of human activity. ... By endowing ... private pursuits with the importance of success or failure, even of life and death, our society weights the scales against the full development of each individual. ... Therapy ... is a process by which the therapist tries to help a patient transform his mode of life in the direction of greater and better participation in the process of human collaboration to the

end that the patient will develop deeper connections with the realities of life and will therefore grow into more of a human being."—S. Glasner.

7872. Bellak, Léopold. *Prédiction systématique au cours du processus psychothérapique et au cours d'autres processus d'interaction.* [Systematic prediction during psychotherapy and other interactive processes.] *Encephale*, 1959, 48, 361-376.—There are great difficulties involved in making valid judgments on the nature and value of psychotherapy. Matching groups is useless and the control of other variables is virtually impossible. A method of prediction and controlled judgment (short-term) regarding causal variables in psychotherapy itself is suggested and illustrated by examination of a case of classical psychoanalysis. 2 analysts gave independent predictions and 2 more evaluated the patient's behavior. High correlation and qualitative agreement were found. The method could easily be applied to other forms of therapy.—W. W. Meissner.

7873. Blumberg, Arnold G., Laderman, Peter, & Fink, Max. (Hillside Hosp., Glen Oaks, N.Y.) *Efficacy of divided and single dose schedules in insulin coma therapy.* *Amer. J. Psychiat.*, 1960 (Mar), 116, 839-840.—N. H. Pronko.

7874. Braun, Manfred. (VA Hosp., Bronx, N.Y.) *Reserpine as a therapeutic agent in schizophrenia.* *Amer. J. Psychiat.*, 1960 (Feb), 116, 744-745.—N. H. Pronko.

7875. Cahan, Robert B. (Norristown State Hosp., Pa.) *Efficacy of trifluoperazine in chronic mental illness.* *Amer. J. Psychiat.*, 1960 (Mar), 116, 838-839.—N. H. Pronko.

7876. Chapman, Myfanwy, E. (Minneapolis Minn.) *Self-inventory: Group therapy for those who stutter.* (3rd ed.) Minneapolis, Minn.: Burgess, 1959. x, 246 p. \$2.75.—A wordbook to be used in group therapy with school-aged stutterers. Information on stuttering, descriptions of symptomatic behavior, self-rating sheets, detailed assignments, outline of group meetings and suggested schedule for a 6-week clinical program. To be used concurrently by stutterers and speech clinicians.—J. J. O'Neill.

7877. Cutner, M. *Analytic work with LSD-25.* *Psychiat. Quart.*, 1959 (Oct), 33, 715-757.—Experiences elicited by LSD-25 during analysis seemed to be arbitrary and unpredictable but actually are selected in accordance with Jung's idea of the psyche as a self-regulating system striving towards wholeness. The drug selects "complementary and compensatory unconscious contents."—D. Prager.

7878. Deutsch, Albert. *End of the dungeons.* *World Hlth.*, 1959 (May-Jun), 12, 25-26.—Tranquilizers, the use of the mental hospital as a therapeutic community, and the open door policy were developed in Europe, and their adoption in this country has resulted in a drop in mental hospital population for 3 successive years for the first time in recorded history.—G. K. Morlan.

7879. Ellis, Albert. (Ed.) *The place of values in the practice of psychotherapy.* *Ann. Psychother.*, 1959, 1(2), 1-64.—A symposium originally presented at the second Annual Conference of the American Academy of Psychotherapists in October 1957. (see

34: 7727, 7739, 7757, 7767, 7773, 7871, 7886)—S. Glasner.

7880. Ellsworth, Robert B., & Clayton, William H. (VA Hosp., Ft. Meade, S. Dak.) *The effects of chemotherapy on length of stay and rate of return for psychiatrically hospitalized patients.* *J. consult. Psychol.*, 1960 (Feb), 24, 50-53.—Length of hospitalization and return rates were compared. One group was treated without drugs, the other received drugs. There were no significant differences in lengths of hospitalization and return rates of the groups.—A. A. Kramish.

7881. Feinblatt, Henry M. *A safe tranquilizer: Niacinamide hydrobromide as a safety factor.* *Amer. J. Psychiat.*, 1959 (Sep), 116, 256-257.—N. H. Pronko.

7882. Geocar, Konstantin. (Hillcrest Medical Center, Tulsa, Okla.) *The patient as a listener: A new dimension in the structure of psychotherapy.* *AMA Arch. gen. Psychiat.*, 1960 (Jan), 2, 91-98.—Here the patient listens alone to the recordings of his therapy sessions. This method is said to "accelerate" treatment.—L. A. Pennington.

7883. Glow, Peter H. (University Coll., London, England) *The blocking effect of benactyzine hydrochloride on a behaviour disturbance induced with lysergic acid diethylamide.* *Brit. J. Psychol.*, 1959 (Nov), 50, 338-348.—Lysergic acid diethylamide (LSD-25) gives rise to short, sharp psychotic disturbances in man and severe behavior anomalies in animals. Benactyzine hydrochloride was found to have blocking effects on these induced behavioral disturbances in rats. These effects were investigated at the physiological, behavioral, and pharmacological levels, a consistent pattern being observed.—C. M. Franks.

7884. Graffeo, Anthony J. (Rochester State Hosp., N.Y.) *Three years of treatment of chronic hospitalized psychotic individuals with promazine (sparine).* *Amer. J. Psychiat.*, 1960 (Mar), 116, 842.—N. H. Pronko.

7885. Gross, Richard Louie. (U. Utah) *Therapy group composition: Personal-interpersonal variable.* *Dissertation Abstr.*, 1960 (Feb), 20, 3377-3378.—Abstract.

7886. Guze, Henry. *Mechanism and psychotherapy.* *Ann. Psychother.*, 1959, 1(2), 27-39.—"Mechanism . . . [represents the] assumption that, as in the lower animals, the activities of man are machine-like in their constancy and regularity, and thus predictable. . . . Since man follows certain predictable characteristics in his behavior, both physiologically and psychophysiological, the disorders which the psychotherapist is called upon to treat . . . are absolute in their nature, and not relative to the cultural pattern. . . . Psychotherapy must be aimed in such a way as to establish and maintain the integrity of the nervous system and the behaving organism."—S. Glasner.

7887. Heller, Kenneth. (Pennsylvania State U.) *Dependency changes in psychotherapy as a function of the discrepancy between conscious self-description and projective test performance.* *Dissertation Abstr.*, 1960 (Feb), 20, 3378.—Abstract.

7888. Judson, Abe J., & MacCasland, Barbara W. (Syracuse U.) *The effects of chlorpromazine*

on psychological test scores. *J. consult. Psychol.*, 1960(Apr), 24, 192.—On the F scale of MMPI and F- % of Rorschach the drug group (chlorpromazine) showed greater improvement, although not significant.—A. A. Kramish.

7889. Karreman, G., Isenberg, I., & Szent-Gyorgyi, A. (Eastern Pennsylvania Psychiatric Inst., Philadelphia) On the mechanism of action of chlorpromazine. *Science*, 1959(Oct), 130, 1191-1192.—"Chlorpromazine is shown to be a powerful electron donor. Observations are described supporting the assumption that the therapeutic action of this drug is connected with this property. . . . If further experience bears out the assumption that the action of the drugs studied, as well as the action of other drugs with related effects, is due to charge transfer, then this may contribute to understanding of the mechanism of normal and abnormal psychic functions."—S. J. Lachman.

7890. Keup, Wolfram; Apolito, Arnold; Olinger, Leon; Schwartz, Milton, & Yachnes, Eleanor. (Brooklyn State Hosp., N.Y.) Tofranil (imipramine) in the treatment of depressive states. *J. nerv. ment. Dis.*, 1960(Feb), 130, 146-150.—N. H. Pronko.

7891. Kothari, Ujamlal C. (Danville State Hosp., Pa.) Toxic and other side effects of nardil phenelzine sulphate W-1544A. *Amer. J. Psychiat.*, 1960(Feb), 116, 746-747.—N. H. Pronko.

7892. Kruse, Walter. (Danvers State Hosp., Hathorne, Mass.) Preliminary report on a new psychotropic compound (RO 4-0403/4). *Amer. J. Psychiat.*, 1960(Mar), 116, 849-850.—N. H. Pronko.

7893. Kurland, A. A., Williams, T. G., & Hanlon, T. E. The response of chronically hospitalized, lobotomized patients to treatment with chlorpromazine and reserpine. *Psychiat. Quart.*, 1959(Oct), 33, 647-663.—Chlorpromazine seems somewhat more effective than reserpine in the treatment of lobotomized schizophrenics. Both drugs have greater effects on the nonlobotomized patient population.—D. Prager.

7894. Landis, Carney; Whittier, John R., Dillon, Donald, & Link, Ruth. (New York Psychiatric Inst., NYC) Clinical findings and psychophysiological tests of the effects of a new psychopharmacologic agent: Dornwal. *Amer. J. Psychiat.*, 1960(Feb), 116, 747-748.—N. H. Pronko.

7895. Laskowitz, David. (New York U.) The effect of varied degrees of pictorial ambiguity on fantasy evocation: A comparative analysis of two techniques of producing graded ambiguity with Thematic Apperception Test cards with respect to the amount of fantasy evoked. *Dissertation Abstr.*, 1960(Feb), 20, 3379-3380.—Abstract.

7896. Levy, Leonard; Cameron, D. Ewen, & Aitken, R. Cairns B. (Royal Victoria Hosp., Montreal, Canada) Observation on two psychotomimetic drugs of piperidine derivation: CI-395 (sernyl) and CI-400. *Amer. J. Psychiat.*, 1960(Mar), 116, 843-844.—N. H. Pronko.

7897. Lewis, Nolan D. C., & Hoch, Paul H. (New Jersey Neuropsychiatric Inst., Princeton) Review of psychiatric progress 1959: Clinical psy-

chiatry and psychotherapy. *Amer. J. Psychiat.*, 1960(Jan), 116, 590-595.—N. H. Pronko.

7898. Lippert, Herbert. *Enzyklopädie der Psychologie. Band 4. Einführung in die Pharmakopsychologie.* [Encyclopedia of psychology. Vol. 4. Introduction to pharmacopsychology.] Bern, Switzerland: Hans Huber, 1959. 254 p. DM 32.—The effects of drugs upon various psychological functions are described. The 1st of 13 chapters is an historical outline of the field. This is followed by a consideration of the action of drugs upon instincts and drives, emotions and mood, perception and conceptualization, thinking and will, action, expression, consciousness, development, and culture. Other chapters deal with pharmacochacterology, general methods of pharmacopsychology, and the relation between chemical structure and psychic action. 1695-item bibliog.—M. E. Jarvik.

7899. Luke, H. B. Promazine in the management of the tuberculous, mentally ill patient. *Psychiat. Quart.*, 1959, 33, 422-428.—40 male and 57 female patients. Promazine is a very useful drug in the management of tuberculous, mentally ill patients.—D. Prager.

7900. Millet, John A. P. (American Rehabilitation Committee) Shock therapies, old and new. *Pastoral Psychol.*, 1959(Oct), 10(97), 44-50.—History and use of insulin, metrazol, and electric shock are discussed. Analysts and clergy, empathizing with the sufferer, have opposed ECS.—A. Eglash.

7901. Moss, C. Scott. (State Hosp. No. 1, Fulton, Mo.) Brief successful psychotherapy of a chronic phobic reaction. *J. abnorm. soc. Psychol.*, 1960(Mar), 60, 266-270.—A report demonstrating the use of hypnosis in the therapy of a phobic reaction. Hypnotic and posthypnotic suggestions were used to help uncover the affectively-laden but forgotten experiences which elucidated the meaning of the phobia, as well as to help the patient relive, work through, and accept the insights gleaned therefrom, both during the therapeutic hour, between therapeutic hours, and after termination. It was felt the use of hypnosis in this case helped shorten the duration of the therapy.—G. Frank.

7902. Murphy, George E., & Guze, Samuel B. (Washington U., St. Louis, Mo.) Setting limits: The management of the manipulative patient. *Amer. J. Psychother.*, 1960(Jan), 14, 30-47.—Techniques are offered to assist in retaining or regaining the initiative in the therapeutic situation, in the face of manipulative behavior by the patient. Means of handling direct requests and indirect requests are suggested.—L. N. Solomon.

7903. Nagelberg, Leo. The meaning of help in psychotherapy. *Psychoanal. psychoanal. Rev.*, 1959, 46(4), 50-63.—The patient may view the therapist as seducer or attacker. If the patient can be subjected to carefully graded doses of frustration, he can be helped to recognize the various methods he uses to suppress and disguise his aggressive reactions to frustration. "When the patient is helped to master the verbal discharge of his aggressive energy, his ego and superego are freed of their excessive destructive charges, and the creative energy of the personality is made available for healthy social productivity."—D. Prager.

7904. Nakajima, Hiroshi. (Hôpital Ste. Anne, Paris, France) Contribution à l'étude des oxydases sérriques et de la céruloplasmine en psychiatrie expérimentale. [A contribution to the study of serum oxydases and ceruloplasmin in experimental psychiatry.] *Encephale*, 1959, 48, 313-352.—To gain a better understanding of the enzymatic activity of serum, oxidizing power in relation to different substrates was studied and compared with results using ceruloplasmin and some biological catalysts. Conclusions: (a) there are quantitative and qualitative differences between serum and ceruloplasmin in interaction with substrates; (b) inhibitive action of EDTA and iproniazide permit differentiation of respective oxidizing characteristics; (c) there is a variety of ceruloplasmins differing in degree of purity, oxidizing activity, and physiological activity; which creates difficulties in precise dosage. 52 refs.—W. W. Meissner.

7905. Nemeth, Eleonore. Ein Fall von Verwahrlosung im Kindesalter. [Neglect in childhood.] *Z. Kinderpsychiat.*, 1959 (Apr), 26, 47-52.—An 8-year-old boy with a complex history as a "war child," small, emotionally retarded, but normally intelligent, showed considerable improvement 2 years after psychotherapy.—G. Rubin-Rabson.

7906. Ollendorff, R. H. V. (St. Martin's Hosp., Canterbury, England) High dosage chlorpromazine therapy in acute and chronic schizophrenia. *Amer. J. Psychiat.*, 1960 (Feb), 116, 729-736.—Results with 143 acute, recurrent, and chronic hospitalized patients to intensive chlorpromazine therapy combined with ECT showed 17% recovered, 28% good improvement, 32% mild improvement, 17% minimal improvement, 6% no improvement, and 2 cases of suicide. The method is recommended for forcing a quick first remission.—N. H. Pronko.

7907. Oltman, Jane E., & Friedman, Samuel. (Fairfield State Hosp., Newtown, Conn.) Treatment of depressive states with marplan. *Amer. J. Psychiat.*, 1960 (Mar), 116, 848-849.—N. H. Pronko.

7908. Pangalila-Ratulangie, E. A. Clinical treatment of a case of mutism. *Z. Kinderpsychiat.*, 1959 (Apr), 26, 33-41.—A 3-year-old girl, the offspring of a disharmonious marriage, suffers a complex case of mutism. Describes therapy of child and parents.—G. Rubin-Rabson.

7909. Portnow, Stanley L., Ardis, Mark B., & Lubach, John E. (VA Hosp., Topeka, Kan.) The effect of deanol on the activity of chronic schizophrenic patients. *Amer. J. Psychiat.*, 1960 (Feb), 116, 748-749.—N. H. Pronko.

7910. Rosolato, Guy. Situation de l'art psychopathologique. [The present status of the psychopathology of art.] *Encephale*, 1959, 48, 428-443.—Current views regarding psychological aspects of painting are discussed. This use of painting for diagnostic and therapeutic purposes offers considerable opportunity for development. The difficulties and limitations of psychoanalytic interpretations are illustrated in reference to De Vinci's St. Anne and Freud's interpretation of it.—W. W. Meissner.

7911. Scheidlinger, Saul. (Community Service Society, NYC) Group process in group psychotherapy: I. Current trends in the integration of individual and group psychology. *Amer. J. Psy-*

chother., 1960 (Jan), 14, 104-120.—The 1st of a 2-part article dealing with the relations between group psychotherapy and group dynamics. Topics covered include group dynamics and psychoanalytic and group psychotherapy, the need for conceptual clarification and integration, Bion on psychoanalytic group psychology, and some critical observations regarding Bion's approach.—L. N. Solomon.

7912. Schneider, Edwin H. (Ed.) Music therapy, 1958. Vol. VIII. Eighth book of proceedings of the National Association for Music Therapy, Inc. Lawrence, Kan.: National Association Music Therapy, 1959. xvi, 331 p. \$5.20.—(see 33: 8486) Especially pertinent to psychology are chapters on: the "hospital show" as a therapeutic instrument, the nature of group psychotherapy, music therapy and special education, music therapy for exceptional children, dance therapy, the mentally retarded, and research in music therapy.—P. R. Farnsworth.

7913. Schorer, C. E. (Lafayette Clinic, Detroit, Mich.) Report of hypomanic excitement with imipramine treatment of depression. *Amer. J. Psychiat.*, 1960 (Mar), 116, 844-845.—N. H. Pronko.

7914. Sharp, James Henderson. (U. Southern California) Psychological test changes in schizophrenic patients under brief stimulus electroconvulsive therapy. *Dissertation Abstr.*, 1959 (Dec), 20, 2390.—Abstract.

7915. Sherman, Lewis J. (VA Hosp., Brockton, Mass.) The significant variables in psychopharmaceutic research. *Amer. J. Psychiat.*, 1959 (Sep), 116, 208-214.—Selected studies indicate the importance of situational and personal factors on a patient's response to drug therapy. A factorial research design has been proposed as the appropriate means of evaluating several of these significant variables in a single experimental study.—N. H. Pronko.

7916. Standal, Stanley W., & Corsini, Raymond J. (Eds.) (Clinic Counseling & Psychotherapy, Honolulu, Hawaii) Critical incidents in psychotherapy. Englewood Cliffs, N.J.: Prentice-Hall, 1959. xx, 396 p. \$7.50.—23 incidents drawn from psychotherapy situations selected as critical by the therapists involved with regard to problems in the theory, ethics, and practice of psychotherapy. Background information and outcome is presented for each case. A panel selected from among distinguished psychotherapists, clergy, psychologists, and other social scientists comment on each case. A summarizing chapter attempts to highlight agreements and differences among the panel.—B. S. Aaronson.

7917. Tippet, Jean Stoner. (Ohio State U.) A study of change process during psychotherapy. *Dissertation Abstr.*, 1960 (Apr), 20, 4179-4180.—Abstract.

7918. van der Horst-Oosterhuis, C. J. (Amsterdam, Holland) Thérapie figurative. [Art therapy.] *Evolut. Psychiat.*, 1959 (Oct-Dec), No. 4, 585-593.—Often, a child suffering from psychic disturbances is unable to verbalize. However, subconscious conflicts are revealed in paintings. By observation of the child while painting and by subsequent interrogation, psychoanalysts have bridged this impasse. Art therapy is effective with adults also as it serves to reveal the patient's basic time-space orientation. This per-

mits the therapist to penetrate and to understand the bizarre world of the patient, who then gains a sense of relief because of this communication. Afterwards, aesthetic creations speed the therapeutic process.—*L. A. Ostlund.*

7919. Verstraeten, L. (Munte, Belgium) **Les effets secondaires du marsilid.** [The secondary effects of marsilid.] *Acta neurol. psychiat. Belg.*, 1959, 59, 977-983.—The majority of patients under treatment with marsilid suffer from constipation, sexual impotency when older than 40, difficulties in micturition, hypertension, neuritic pains in the legs, and rapid increase of weight. The seriousness of the effects depends on the dosage. Secondary effects are minimal when the daily dosage is between 50-100 mg.—*V. Sanua.*

7920. Völgyesi, F. A. (Budapest, Hungary) **Zivilisationskrankheiten und zeitgemässe Psychotherapie: Der Mensch als homeodynamische Einheit. Einige Worte über Iatrogenie, Didaktogenie und Syntonie.** [Illnesses of civilization and their appropriate psychotherapy: Man as a homeodynamic unity. Comments on iatrogenicity, didactogenicity, and syntonía.] *Psychiat. Neurol. med. Psychol., Leipzig*, 1959 (Jul), 11, 210-217, 226-239.—Originally presented to the 4th International Congress for Psychotherapy, Barcelona, September 1958, a type of psychotherapy is discussed which, based on Pavlov's teachings, guides the patients with the intellectual modalities of explanation and persuasion, and with hypnotic suggestion considering their biopsychological, homeodynamic unity and their social environment. Russian summary.—*C. T. Bever.*

7921. Ward, Leo Charles, Jr. (U. Kentucky) **An examination of processes occurring in two methods of group psychotherapy with schizophrenics.** *Dissertation Abstr.*, 1960 (Mar), 20, 3848-3849.—Abstract.

7922. Welkowitz, Joan. (Columbia U.) **Behavior patterns in group psychotherapy sessions in two Veterans Administration hospitals.** *Dissertation Abstr.*, 1960 (Apr), 20, 4202-4203.—Abstract.

7923. Winkelman, N. William, Jr. (U. Pennsylvania) **A long-term investigation of chlorpromazine.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 865-869.—6 years experience with 75 patients treated with chlorpromazine is summarized concisely under technique, results, and theory of treatment.—*N. H. Pronko.*

(See also Abstracts 6813, 7727, 7739, 7757, 7767, 7773, 8015, 8036, 8045, 8128(a), 8138(a), 8143, 8191, 8194)

CHILD GUIDANCE

7924. Alpert, A. **Reversibility of pathological fixations associated with maternal deprivation in infancy.** *Psychoanal. Stud. Child.*, 1959, 14, 169-185.—Corrective objective relations (COR) was the approach used with children inaccessible to standard therapy techniques because of prolonged maternal deprivation. An exclusive need-satisfying relationship is set up between the special teacher and the child which induces regression. Continuing such need satisfaction may induce further regression to the point of traumatic fixation. The special teacher follows and encourages the child's regressive cues,

and at a later stage the progressive growth cues. The regressive need-satisfying phase promotes the neutralization of drive energies which are then mobilized for a higher level of integration and functioning. The special teacher recognizes the terminal point of COR by the child's cues. COR usually lasts 7-9 months, 4-5 hours per week. COR is not a parameter but a preparation for analysis.—*D. Prager.*

7925. Cytryn, Leon; Gilbert, Anita; Eisenberg, Leon. **The effectiveness of tranquilizing drugs plus supportive psychotherapy in treating behavior disorders of children: A double-blind study of eighty outpatients.** *Amer. J. Orthopsychiat.*, 1960, 30, 113-129.—83 children who had been referred to the Children's Psychiatric Service of the Johns Hopkins Hospital for adjustment problems served as Ss in a double-blind clinical trial to compare the efficacy of short-term psychotherapy in conjunction with the administration of meprobamate, prochlorperazine, or placebo. The children fell into the diagnostic categories of neurotic, hyperkinetic, defective with behavior disorder, and antisocial. Outcome showed no relation to the medication used in the study. Neurotic children showed greatest improvement.—*R. E. Perl.*

7962. Edwalds, R., & Dimitri, K. **Treatment of the adolescent patient in a state hospital.** *Psychiat. Quart.*, 1959 (Oct), 33, 615-622.—Such treatment requires a large staff prepared to meet developmental problems and establish firm limits on the adolescent's tendency to act out his problems. The therapist must be ready to see his patient several times a day when necessary. All personnel must have genuine respect for the adolescent as a person. The therapist must have worked through his own adolescent conflicts satisfactorily and must have a mature superego. He must be able to let go without undue anxiety when his patient suddenly no longer needs him. "Unless such individualized treatment is provided, the hospital will function primarily as an expensive reform school or jail for the disturbed adolescent."—*D. Prager.*

7927. Eissler, K. R. (300 Central Park W., NYC) **Notes on problems of technique in the psychoanalytic treatment of adolescents.** *Psychoanal. Stud. Child.*, 1958, 13, 223-254.—Analysts disagree on the advisability of psychoanalysis during adolescence. The frequency of symptomatic changes manifested by many adolescent patients makes it evident that no one technique can fulfill the requirements for their treatment. A number of techniques are discussed. 34 refs.—*E. L. Robinson.*

7928. Ekstein, R., Wallerstein, J., & Mandelbaum, A. **Countertransference in the residential treatment of children: Treatment failure in a child with a symbiotic psychosis.** *Psychoanal. Stud. Child.*, 1959, 14, 186-218.—The preadmission history and residential experience of an 8-yr.-old boy is followed. The boy was discharged after 7 months because, despite his encouraging response to intensive psychotherapy, he was found to be untreatable within the structure of a residential setting. Countertransference responses are always present and inevitably threaten the continuity of all residential treatment of children with symbiotic psychoses.—*D. Prager.*

7929. Fenichel, Carl; Freedman, Alfred M., & Klapper, Zelda. **A day school for schizophrenic**

children. *Amer. J. Orthopsychiat.*, 1960(Jan), 30, 130-143.—Since its inception in 1953 the League School has accepted 50 schizophrenic children and maintained them within the community on a day school basis for varying lengths of time. The school has demonstrated that such a service serves as a successful therapeutic setting for schizophrenic children and fills an important role in the total community mental health program.—R. E. Perl.

7930. Freud, A. Clinical studies in psychoanalysis: Research project of the Hampstead child-therapy clinic. *Psychoanal. Stud. Child.*, 1959, 14, 122-131.—Research at the clinic includes an inquiry into the analytic treatment of adolescents, an inquiry into the analysis of borderline cases of latency and preadolescent age, an analytic study of children blind from birth, an analytic study of institutional children orphaned in early life, simultaneous analysis of mother and child, comparison of material elicited in the analyses of older children with existing observational data recorded in their first 2 years of life, inquiry into the difficulty of diagnosis by comparing impressions in the diagnostic interviews with the material elicited in the course of analysis, and a study of child heroes by a combination of methods. The material of all cases under analytic treatment is made available to all other members of the clinic by means of weekly and bimonthly summaries.—D. Prager.

7931. Hallowitz, D., & Stulberg, B. (Guidance Center of Buffalo, N.Y.) The vicious cycle in parent-child relationship breakdown. *Soc. Casework.*, 1959(May), 40, 268-275.—The authors contend that when a child experiences rejection a vicious cycle is generated in the parent-child relationship. "The child becomes anxious and insecure about whether or not his parents really love him. He then tests them, retaliates, rebels, or withdraws. The parents in turn, feel unappreciated and rejected, and their negative, hostile, and rejecting feelings are further stirred up, aggravated and intensified." Clinical experience is cited and the implications for casework with parents is discussed.—G. Hearn.

7932. Harms, Ernest. At the cradle of child psychiatry: Hermann Emminghaus' *Psychische Störungen des Kindesalters* (1887). *Amer. J. Orthopsychiat.*, 1960(Jan), 30, 186-190.—The definite establishment of child psychiatry as an independent field was achieved by Hermann Emminghaus. He was the first to give a systematic overall presentation of the subject, and his mature and nuclear attempt ought not to be forgotten.—R. E. Perl.

7933. Hood-Williams, J. (U. Natal, South Africa) The results of psychotherapy with children. *J. consult. Psychol.*, 1960(Feb), 24, 84-88.—The effectiveness of psychotherapy with children is questioned and unanswered. There are wide divergencies in criteria and methods. Averaging a large N of studies is unsatisfactory in appraising the effectiveness of psychotherapy. 21 refs.—A. A. Kramish.

7934. Hunt, Raymond G., Roach, Jack L., & Gurslin, Orville. (Washington U., St. Louis, Mo.) Social-psychological factors and the psychiatric complaints of disturbed children. *J. consult. Psychol.*, 1960(Apr), 24, 194.—Data collected from a child guidance clinic indicates that "social factors are less important in shaping disorders of children than of older groups."—A. A. Kramish.

7935. Katan, A. The nursery school as a diagnostic help to the child guidance clinic. *Psychoanal. Stud. Child.*, 1959, 14, 250-264.—In the child under 5, where the conflict is between the ego and environmental objects, a change in the objects may be sufficient to produce a favorable change in the development of the child. The nursery setup in Cleveland offers an excellent opportunity to evaluate the interplay between mother and child. 4 cases are presented to illustrate the valuable help given by the nursery school in studying the complicated part the environment plays in the external conflicts of the child.—D. Prager.

7936. Levitt, Eugene E. (Indiana U. Medical Center) Reply to Hood-Williams. *J. consult. Psychol.*, 1960(Feb), 24, 89-91.—(see 34: 7933) A reply is made to the statement that psychotherapy with children is ineffective. The author contends that the lower improvement rates are due to the advancements in diagnostic methods, more knowledge of dynamics, and increased research.—A. A. Kramish.

7937. Marks, Philip Andre. (U. Minnesota) The validity of the diagnostic process in a child guidance setting: A multidisciplinary approach. *Dissertation Abstr.*, 1959(Dec), 20, 2387-2388.—Abstract.

7938. Marlens, Hanna S. (New York U.) A study of the effect of hospitalization on children in a metropolitan municipal institution: A comparative study of emotional attitudes toward self and the environment of children hospitalized and those non-hospitalized with similar physical complaints. *Dissertation Abstr.*, 1960(Feb), 20, 3385-3386.—Abstract.

7939. Phillips, E. Lakin. (Psychological Testing Center, Washington, D.C.) Parent-child psychotherapy: A follow-up study comparing two techniques. *J. Psychol.*, 1960(Apr), 49, 195-202.—2 methods of parent-child psychotherapy are compared in child guidance clinic and private practice settings. Depth therapy cases, N 30, are compared to 3 populations of nondepth, structured cases, N 97. The depth cases took reliably more interviews; the nondepth cases netted reliably better rated results, by parents, on a 6-item, 7-point rating scale. Results are discussed in terms of the implications of depth therapy and short-term therapy as different routes to improved mental health status. Several details as to how structured therapy is carried out, in terms of general behavioral prescriptions given parents and teachers, are mentioned. Emphasis is put on considering the general social value of current demands for treatment, limits on staff time, etc., despite the controversies and limitations associated with scientific evaluations of the results from different psychotherapy methods.—Author abstract.

7940. Robinson, J. Franklin. (Children's Service Center Wyoming Valley, Wilkes-Barre, Pa.) Current status of child psychiatry. *Amer. J. Psychiat.*, 1960(Feb), 116, 712-717.—The evolution of child psychiatry over the past 50 years is sketched to its present status as an officially recognized subspecialty of psychiatry with specified training and certification standards.—N. H. Pronko.

7941. Rose, Gilbert J. Analytic first aid for a three-year-old. *Amer. J. Orthopsychiat.*, 1960(Jan),

30, 200-201.—The child had just turned 3 when it was noticed that she had developed a fear of going for walks. A searching conversation brought out the cause of the fear and the symptoms gradually subsided. Psychiatric first aid can be of remarkable value when based on awareness of underlying dynamics and specifically connected to current reality.—*R. E. Perl.*

7942. Ross, Alan O. (Pittsburgh Child Guidance Center, Pa.) **The practice of clinical child psychology.** New York: Grune & Stratton, 1959. x, 275 p.—"Clinical child psychology is testing, teaching, treatment, and research," and each of these areas is reviewed in some detail. Addressed primarily to graduate students, the volume emphasizes clinical work with preadolescents and considers varied roles of the psychologist in a child guidance clinic. About 100 pages are devoted to techniques of evaluating intellectual and emotional aspects of personality and cerebral pathology. 312 refs.—*H. P. David.*

7943. Schmidt-Kolmer, Eva. (Berlin, Germany) **Erscheinungsformen des psychischen Hospitalismus in den ersten Lebensjahren und ihre Bekämpfung.** [Manifestations of psychic hospitalism and their elimination.] *Psychiat. Neurol. med. Psychol. Leipzig*, 1959, 11, 239-246.—The mortality, morbidity, and developmental disturbances of institutionalized infants and preschool children are reviewed. The serious, but soluble problems in their care require a multifaceted approach for the elimination of hospitalism. Russian summary.—*C. T. Bever.*

7944. Schwartz, A. C. (Jewish Family Service Ass., Cleveland, O.) **Some developments in family casework in behalf of children.** *Soc. Casework*, 1959 (Nov), 40, 491-499.—The Jewish Family Service Association of Cleveland now focuses upon 2 program areas: guidance or casework with parents of the preschool child, and work with the latency child and his parents. In both areas the purpose is to help the parent, particularly the mother, to help the child. With the preschool child, casework is primarily with the mother; with the latency child, it typically involves both the mother and the child. Differences in the 2 areas with respect to the casework process and its problems and limitations are discussed and illustrated.—*G. Hearn.*

(See also Abstracts 6817, 7747, 7905, 7999(b) 8028)

VOCATIONAL GUIDANCE

7945. Alexander, Irving E., Macht, Lee B., & Karon, Bertram P. **The level-of-aspiration model applied to occupational preference.** *Hum. Relat.*, 1959 (Apr), 12, 163-170.—This effort to extend the level-of-aspiration paradigm for goal choice deals with the resultant weighted valence theory of Escalona. A paper-and-pencil task was given 50 male undergraduates, where 10 occupational groupings served as choices. The weighted valence was then correlated (median rho of .74) with the S's forced rankings (ideal goal) of these job families according to preference. The median tau coefficient for the weighted valence and occupational intention (action goal) was .88. "Other changes observed in the 'reality' situation were less emphasis on the valence of success and greater attention to the probability of failure. The tendency or some of the component

parts to predict as well as resultant weighted valence is explained in terms of the characteristics of the test population."—*M. York.*

7946. Bogard, Howard M. (Columbia U.) **Union and management trainees: A comparative study of personality and occupational choice.** *J. appl. Psychol.*, 1960 (Feb), 44, 56-63.—How is personality related to occupational entry? 40 management and 40 union trainees were compared. "The Sims SCI Occupational Rating Scale, the Allport-Vernon-Lindzey Study of Values, the California Psychological Inventory, and a custom-built, trait-centered Biographical Inventory were employed and 15 hypotheses were formulated." Differences between and within groups were found.—*J. W. Russell.*

7947. Bornemann, E. **Das Wesen der Berufsreife.** [The course of occupational choice.] *Psychol. u. Praxis*, 1960 (Jan-Mar), 4, 1-8.—Empirical studies on the development of occupational choice indicate that in addition to the maturational process, much depends on the last school year. Merely prolonging the time in school will increase the confusion inherent in occupational choice.—*S. Kavruck.*

7948. Chebyshëva, V. V., Galkina, O. I., & Ziubin, L. M. (Inst. Psychology, Moscow, Russia) **O podgotovke uchashchikhia srednei shkoly k vyboru professii.** [On readying high school students for choice of vocation.] *Vop. Psikh.*, 1959, 5(5), 29-39.—Vocational guidance in high schools is in need of great expansion and improvement. Both foreign and domestic experience should be used to set up a Soviet system of vocational guidance that can serve the needs and purposes of a socialist society and the communistic education of young people. Goals, content, and methods of vocational guidance, as well as the meaning of vocational aptitude and the role of vocational guidance, are discussed, and certain practical measures are proposed for trial adoption.—*I. D. London.*

7949. Collins, Ralph T. (343 State St., Rochester, N.Y.) **Review of psychiatric progress 1959: Occupational psychiatry.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 608-611.—*N. H. Pronko.*

7950. Granger, Stephen G. (U. Minnesota) **The prestige hierarchy among occupations in psychology.** *Dissertation Abstr.*, 1960 (Apr), 20, 4163-4164.—Abstract.

7951. Herman, David Ovenden. (Ohio State U.) **A factorial study of research potential in chemistry.** *Dissertation Abstr.*, 1960 (Apr), 20, 4164.—Abstract.

7952. Kelly, E. Lowell, & Goldberg, Lewis R. (U. Michigan) **Correlates of later performance and specialization in psychology.** *Psychol. Monogr.*, 1959, 73(12, Whole No. 482), 32 p.—A report on the follow-up of 245 Ss assessed in 1947-48 in the VA Selection Research Project using a mail questionnaire sent out in 1957. About 1/2 of the Ss stated that they would select a different vocation than clinical psychology if they had it all to do over. About 70% of the original Ss had achieved a PhD in psychology by 1957. Among this group around 40% were less than satisfied with their professional choice. It is reported that "In general, predictor-criterion intercorrelations were low, in no case accounting for more than 10% of the criterion variance." It is also noted

that significant correlations did not replicate from 1947 to the 1948 study. Kelly and Goldberg note that there appears to be a difference in the interests, abilities, and values of many psychologists from the time of admission to graduate school to their post-school years.—*M. A. Seidenfeld.*

7953. Kendall, John Seedoff. (U. Minnesota) **The concept of the minister: A study of certain relationships between occupational stereotype, self concept and selected variables.** *Dissertation Abstr.*, 1959 (Dec), 20, 2377-2378.—Abstract.

7954. Kulberg, G. E., & Owens, W. A. (Vanderbilt U.) **Some life history antecedents of engineering interests.** *J. educ. Psychol.*, 1960 (Feb), 51, 26-31.—A group of 111 mechanical engineering freshmen were administered a 100-item life history form followed after several months by the Strong Vocational Interest Blank. Each life history option was correlated with scores on the Engineering Interest scale of Strong and with 2 profile scales derived from the Strong by Dunnette and named Pure Research Engineering and Sales Engineering. The last 2 were hypothesized to be near opposites; and something akin to cross-validation was afforded by evidence that they were, in fact, frequently associated with opposite life history antecedents. The typical pattern of these antecedents involved some differential academic superiority and a history of more satisfactory experiences with things and ideas than with people and social situations. This pattern was intensified in the case of Ss with pure research interests and reversed in the case of those with sales engineering interests.

7955. Mahone, Charles H. (Purdue U.) **Fear of failure and unrealistic vocational aspiration.** *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 253-261.—Realistic or unrealistic vocational aspiration was related to need for achievement and assessment of one's capability. The person more strongly motivated to avoid failure, rather than to achieve success, tended to be unrealistic in his vocational aspiration (under or over) rather than to aspire towards some realistic goal wherein he might actually have to prove himself.—*G. Frank.*

7956. Nickels, James Bradley. (U. Missouri) **Inventoried and expressed vocational interests: Their intra-group consistency and inter-predictability.** *Dissertation Abstr.*, 1960 (Mar), 20, 3820-3821.—Abstract.

7957. Obst, Frances. (U. California, Los Angeles) **A study of selected psychometric characteristics of home economics and non-home economics women at the University of California, Los Angeles.** *Calif. J. educ. Res.*, 1959 (Sep), 10, 180-184, 188.—A home economics sample scored significantly higher (1% level) than a non-home economics sample on the housewife, teacher, and dietician scales and (5% level) on the buyers' scale of the Strong Interest Blank. Differences significant at the 5% level or better were found on the ACE Psychological Examination and on parts of the California Psychological Inventory, but the directions are not stated.—*T. E. Newland.*

7958. Orzack, Louis H. (U. Wisconsin) **Work as a "central life interest" of professionals.** *Soc. Probl.*, 1959, 7, 125-132.—Unlike the industrial work-

ers studied by Robert Dubin (see 31: 3860), to professional nurses studied by the author, work was the major if not dominant life interest. It remains to be seen, however, whether other professionals also hold their work as a central life interest.—*R. M. Frumkin.*

7959. Roach, Darrell Eugene. (Ohio State U.) **Visual skill factors and the prediction of clerical performance.** *Dissertation Abstr.*, 1959 (Dec), 20, 2378-2379.—Abstract.

7960. Stephenson, Richard Ryle. (U. Minnesota) **A comparison of the strong VIB profiles of high ability male S.L.A. freshman who change expressed vocational choice with those who do not change such expressions.** *Dissertation Abstr.*, 1960 (Apr), 20, 4166-4167.—Abstract.

7961. Whitlock, Glenn Everett. (U. Southern California) **The relationship between passivity of personality and personal factors related to the choice of the ministry as a vocation.** *Dissertation Abstr.*, 1959 (Dec), 20, 2392.—Abstract.

(See also Abstract 8519(a))

BEHAVIOR DEVIATIONS

7962. Azima, H., Cramer-Azima, F. J., & de Verteuil, R. **Effects of rauwolfia derivatives on psychodynamic structure.** *Psychiat. Quart.*, 1959 (Oct), 33, 623-635.—During rauwolfia administration the schizophrenics showed more aggressive impulses and a partial shift from paranoid to manic-depressive organization, whereas the neurotics showed an increase in dream formations. It is hypothesized that rauwolfia derivatives may affect the sources of drives or the cathecting energy of the mind. The shift in cathexis was conceptualized as affecting mainly the superego.—*D. Prager.*

7963. Baker, Harry J. **Introduction to exceptional children (3rd ed.)** New York: Macmillan, 1960. xv, 523 p. \$6.50.—Compared with the 2nd edition (see 28: 3246), this one reflects use of some new material and a major reorganization. An introductory pair of chapters precedes a group of 4 chapters on "Disorders of Mental Health and Deviant Behavior" (essentially adjustmental). Under "Neurological and Mental Disorders and Diseases" the author considers the convulsive disorders, cerebral palsy, the brain injured, and "mental disorders and diseases." In addition to the retarded and the gifted, the slow learning and rapid learning are incorporated in the section on "Deviations in Abilities and Aptitudes." 2 chapters on "Deviations in Educational Achievement" follow. 6 chapters are devoted to "Sensory Disorders and Defects." Under "Physical Disorders and Defects," the speech-handicapped, the orthopedically crippled, lowered vitality, and other miscellaneous physical conditions are dealt with. A 3-chapter section on "Sociological and Community Responsibility" completes the text.—*T. E. Newland.*

7964. Bennett, Edward. **The search for emotional security.** New York: Ronald, 1959. vii, 239 p. \$4.50.—This is a popular, rather than a text or scientific, book written by a practicing clinical psychologist. It deals with common human problems, written in a biographical fashion, much of it devoted to a sort of life history of one young man who the

author describes "is one isolated example of the many who make a mess of their brief stay on this earth." The 14 chapters deal with his youth, college years, early job and marital (mal)adjustment, parenthood, through business successes and failures, to a revenge murder and conviction, and to final insanity and death.—*R. W. Husband.*

7965. **Bernstein, Louis.** (Western Reserve U.) **The interaction of process and content on thought disorders of schizophrenic and brain-damaged patients.** *J. gen. Psychol.*, 1960 (Jan), 62, 53-68.—30 schizophrenics, 20 brain-damaged patients, and 20 control Ss were administered 3 tests. 2 tests were indices of "neutral" concepts, verbal and perceptual. The 3rd test had as its content social concepts. The process of concept formation, the sorting behavior, was similar in the 3 tests; only the content, non-social or social, differed. A qualitative analysis of the types of responses indicative of deviant thinking was undertaken. Schizophrenics manifested greater impairment in social conceptual performance than the brain damaged group. Differences were also found in the nature of their thought processes in that each group manifested its deviant thinking through the characteristic use of certain conceptual categories. Certain categories were used to a greater extent in coping with social conceptual problems than with nonsocial conceptual problems. Results not explained economically by the conception of general impairment of the abstract attitude.—*Author abstract.*

7966. **Boag, T. J.** (Allan Memorial Inst. Psychiatry, Montreal, Canada) **Further developments in the day hospital.** *Amer. J. Psychiat.*, 1960 (Mar), 116, 801-806.—The history of the day hospital as an institution and its place in psychiatric practice are discussed.—*N. H. Pronko.*

7967. **Caine, T. M.** (Runwell Hosp., Wickford, England) **The expression of hostility and guilt in melancholic and paranoid women.** *J. consult. Psychol.*, 1960 (Feb), 24, 18-22.—Ss were 17 melancholic and 14 paranoid state patients. Tests were given to measure expression of hostility and guilt. Consistent differences were found.—*A. A. Kramish.*

7968. **Chapman, A. H.** (U. Kansas School Medicine) **Psychiatrogenic illness.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 873-877.—The term, psychiatrogenic, is used to refer to difficulties precipitated or caused by psychiatric intervention. Various forms of treatment and dissemination of psychiatric progress carry with them a psychiatrogenic threat.—*N. H. Pronko.*

7969. **Cobliner, W. Godfrey.** (Columbia U.) **Social factors in mental disorders: A contribution to the etiology of mental illness.** *Dissertation Abstr.*, 1959 (Dec), 20, 2410-2411.—Abstract.

7970. **Craft, Michael.** (Balderton Hosp., Newark Notts, England) **Psychiatric day hospitals.** *Amer. J. Psychiat.*, 1959 (Sep), 116, 251-254.—Literature on psychiatric day hospitals is reviewed, and a survey is presented of day hospital practice in England during 1956.—*N. H. Pronko.*

7971. **Eissler, K. R.** **On isolation.** *Psychoanal. Stud. Child*, 1959, 14, 29-60.—Isolation is discussed at length under the rubrics of types of isolation, isolation in various emotional disorders, variations of the isolatory technique, instinctual development and isola-

tion, conflicting identifications in compulsive disorders, thought processes and isolation measures compensating for isolation, technical implications, and genetic aspects and differentiation of isolation from other defense mechanisms.—*D. Prager.*

7972. **Ellenberger, Henri.** (McGill U., Canada) **Cultural aspects of mental illness.** *Amer. J. Psychother.*, 1960 (Jan), 14, 158-173.—The cultural relativism of the concept of mental illness, cultural specificity of mental illness, cultural elements of symptoms, cultural stimulation or inhibition of mental illness, and biocultural interaction among factors of mental illness are briefly discussed.—*L. N. Solomon.*

7973. **Feamster, John Harry, Jr.** (U. Kentucky) **Preferences and dislikes of neuropsychiatric patients and normals for the finger paintings of other neuropsychiatric patients.** *Dissertation Abstr.*, 1960 (Mar), 20, 3829-3830.—Abstract.

7974. **Finch, Stuart M.** **Fundamentals of child psychiatry.** New York: W. W. Norton, 1960. 334 p. \$5.95.—Based on psychoanalytic principles, 15 chapters cover basic considerations of personality development, etiology and classification, parental psychopathology, problems of early years, psychoneurotic personality and psychophysiologic disorders, the psychotic and the handicapped child, history taking, psychological examination, treatment and principles of psychotherapy, adolescence. A reading list is appended.—*G. Rubin-Rabson.*

7975. **Katan, M.** **Schreber's hereafter: Its building-up (Aufbau) and its downfall.** *Psychoanal. Stud. Child*, 1959, 14, 314-382.—This article is the first part of a comprehensive study of Schreber's chronological account of his illness. Topics discussed include God and immortality, the meaning of the delusions, the nonpsychotic meaning of the delusional content and its infantile origin, the murder of the soul, and other relevant data from the infantile period.—*D. Prager.*

7976. **Kew, John Kendall.** (U. Kentucky) **A comparison of some thinking processes in normals, anxiety neurotics and paranoid schizophrenics.** *Dissertation Abstr.*, 1960 (Mar), 20, 3834-3835.—Abstract.

7977. **Kohl, R. H.** **Termination of treatment against medical advice.** *Psychiat. Quart.*, 1959, 33, 498-505.—44 patients were discharged against medical advice over a 6-yr. period. A suicide risk was involved in all cases. 3 of the patients committed suicide shortly after discharge. Most of the patients were paranoid schizophrenics or affective disorders with depression. Treatment was terminated against medical advice because of lack of insight and resentment toward the restriction of the hospital. Dynamic factors to be studied in connection with such termination include the nature of referral and admission, environmental and cultural matters, attitude of relatives, patients psychopathology, and therapeutic methods and skill.—*D. Prager.*

7978. **Krieger, Margery H., & Worchel, Philip.** **A test of the psychoanalytic theory of identification.** *J. indiv. Psychol.*, 1960, 16, 56-63.—Q sorts of 3 groups of 10 Ss failed to support hypotheses based on Freudian theory regarding the parental identifications of homosexuals, neurotics, and nor-

mals. In the findings for the former 2 groups, certain Adlerian conceptions find support.—A. R. Howard.

7979. La Barre, Maurine Boie; Jessner, Lucie, & Ussery, Lon. The significance of grandmothers in the psychopathology of children. *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 175-185.—Grandmothers are often involved in the lives of child patients and in clinic practice. A study of child psychiatry cases indicates the various roles and influences of the grandmother: she is the maternal figure with whom the mother identifies, she is often a substitute mother in the family, and it is often possible to include her in studies and interviews during the diagnostic process. The complexity of family constellations is pointed out.—R. E. Perl.

7980. Lazarus, R. S., & Spiesman, J. C. (U. California, Berkeley) A research case-history dealing with psychological stress. *J. psychol. Stud.*, 1960 (Mar-Apr), 11, 167-194.—This article presents a detailed discussion of the experimental work that Lazarus and his associates have been pursuing for the past several years on the problem of psychological stress and describes a new technique and methodologic approach.—M. S. Mayzner.

7981. Lester, John R. (Norwich State Hosp., Conn.) Production of associative sequences in schizophrenia and chronic brain syndrome. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 225-233.—"... timing differences in the associative process of schizophrenics and epileptics" was studied. Recall and a "condition of restricted association were employed. ... controls were found to differ from the patient groups with respect to gross output of words. ... As increased restrictions were imposed on the associative process, disturbances in the thinking of the pathological groups became more apparent. ... results suggest that inappropriate responses (intrusions), which appear in the productions of psychotic individuals, are but symptomatic of a more basic disturbance in thought processes. ... [Results] discussed within the framework of Hebbian theory and in relation to other theoretical formulations."—G. Frank.

7982. Levine, Jacob, & Redlich, Frederick C. (Yale U.) Intellectual and emotional factors in the appreciation of humor. *J. gen. Psychol.*, 1960 (Jan), 62, 25-35.—The Mirth Response Test was administered to 133 psychiatric patients and mental defectives, grouped according to diagnosis, and to a group of 24 normal controls. The findings indicated that the humor behavior of psychiatric patients and mental defectives is impaired as shown by failure to appreciate the humor of the cartoons. They showed less mirth, judged fewer cartoons funny, understood fewer, distorted more, and were disturbed by more of the stimuli. Based upon Freud's theory of humor, inferences were drawn that humor involves a reduction in anxiety; but where anxiety is excessive, no reduction is possible, and humor appreciation is impaired.—Author abstract.

7983. Lonstein, Murray Jerome. (U. Kentucky) A comparative study of level of aspiration variables in neurotic, psychopathic, and normal subjects. *Dissertation Abstr.*, 1960 (Mar), 20, 3836-3837.—Abstract.

7984. Lubin, A. J. A boy's view of Jesus. *Psychoanal. Stud. Child*, 1959, 14, 155-168.—A man's analysis appeared to show that his sexual life, work, and social activities were all carried out under the unconscious aegis of an identification with Jesus. The discussion illustrates the manner in which the confluence of childhood experiences resulted in such an identification and then traces its subsequent development into adulthood.—D. Prager.

7985. Manus, Gerald I. (Norristown State Hosp.) The psychologist's role in rehabilitation in a hospital for the mentally ill. *Ment. Hlth. Bull.*, 1959, 37(2), 10-13.—There are now 5 general areas for use of psychological skills in a rehabilitation program for the psychiatric patient. These include the following: (a) An evaluation of the patient's potential. Here we rely on objective test procedures as well as an evaluation of the past experiences of the patient through interview and records of the past achievement. (b) The counseling process to help the patient use his or her potential most effectively. (c) A collaborative function in working with other departments in the hospital—including such areas as social service, the rehabilitation counselor, and activities therapist—in working toward a goal of rehabilitation for the patient. (d) Rehabilitation-oriented psychotherapy. (e) Assisting in a research evaluation of the rehabilitation process and techniques. The various phases of a specific rehabilitation program in a medium sized state hospital is described.—Author abstract.

7986. Milgram, Norman A. (Boston U.) Cognitive and empathic factors in role-taking by schizophrenic and brain damaged patients. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 219-224.—A comparison of schizophrenics and organics on their capacity for role-playing indicated that although both groups fared worse than normals, the incapacity to role-play for each pathological group could be accounted for differentially. Cognitive deficits seemed to inhibit the organics; schizophrenics seemed to lack empathy (seen in a capacity to predict the performance of another person). 32 refs.—G. Frank.

7987. Miller, James G. (U. Michigan) Information input overload and psychopathology. *Amer. J. Psychiat.*, 1960 (Feb), 116, 695-704.—Preliminary studies conducted in the conceptual framework of the general behavior system theory of the Michigan group attempted to determine the effects of information input overloads on 5 levels of behaving systems: the cell, the organ, the individual, the group, and the social institution. Pertinent literature and initial results of these studies are reviewed and discussed in relation to a possible explanation of psychopathology in terms of information input overload.—N. H. Pronko.

7988. Niederland, W. G. The "miracled-up" world of Schreber's childhood. *Psychoanal. Stud. Child*, 1959, 14, 383-413.—(see 34: 7975) Schreber's childhood appears to have been characterized by passive submission to father, traumatization by bizarre gadget experiences, bodily overstimulation, impairment of body image, castration threats from the paternal antimasturbation campaign. By studying these experiences the "divine miracles" enacted on the patient's body throughout his illness can be traced to their traumatic origin in the early father-son rela-

tion. A number of Schreber's delusions represented fantasies about or distorted memories of the real experiences to which he was subjected by his father during childhood and which Schreber treated as present reality.—D. Prager.

7989. Pearson, Manuel M., & Strecker, Edward A. (111 N. 49th St., Philadelphia, Pa.) **Physicians as psychiatric patients: Private practice experience.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 915-919.—The data for a series of 71 physician-patients (3% of the private practice of one of the authors) are summarized according to early signs of emotional disturbance, long-standing unhealthy life attitudes, diagnostic and management problems, and types and results of treatment.—N. H. Pronko.

7990. Stierlin, Helm. **Unterschiede zwischen zwei Abwehrhaltungen.** [Differences between two defensive attitudes.] *Psyche, Stutt.*, 1960 (Feb), 13, 710-720.—Hysterical and schizophrenic attitudes are contrasted in terms of 2 particular patients. The hysterical patient appears to surrender emotionally to the current situation while the schizophrenic, convinced of the inevitability of rejection, turns to others in a way that tends to confirm this pervasive conclusion. The hysteric preserves the charm of the child and tends to engage the interest of the therapist in contrast to the schizophrenic, who is understood with greater difficulty.—E. W. Eng.

7991. Wayne, George G., & Clinco, Arthur A. **Psychoanalytic observations on olfactions: With special reference to olfactory dreams.** *Psychoanal. psychoanal. Rev.*, 1959, 46(4), 63-74.—". . . the olfactory dream seemed to occur in conjunction with a depressive affect. The deeply regressive meaning of such a dream provided the analyst with a specific clue to the intense oral need of the patient. At the same time, the dream served as a regressive gratification and a restitutive punishment for the patient. This suggests that if such dreams are properly interpreted by the therapist, they can be utilized to facilitate the dissolution of a depression. . . . our findings suggest that there is a close similarity in libidinal organization among the depressions, hypochondriacal states, certain psychosomatic syndromes (hay fever, asthma), and schizophrenic reactions. The main differences must be looked for in the organization and functioning of the ego-superego complex."—D. Prager.

7992. Young, Maxim F. (Temple U.) **An investigation of narcissism and correlates of narcissism in schizophrenics, neurotics and normals.** *Dissertation Abstr.*, 1960 (Feb), 20, 3394.—Abstract.

7993. Ziskind, Eugene; Jones, Harold; Filante, William; & Goldberg, Jack. (U. Southern California) **Observations on mental symptoms in eye patched patients: Hypnagogic symptoms in sensory deprivation.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 893-900.—Observations of mental disabilities arising during patching were observed on 88 surgical patients with cataracts and 10 with detachment of the retina. Mental symptoms occurred in 100% of the retina detachment cases and in 30% of the cataract extraction cases. These symptoms are described and related to sensory deprivation effects.—N. H. Pronko.

(See also Abstracts 6850, 7736, 7754(b), 7782, 7798, 7820, 8388)

MENTAL DEFICIENCY

7994. Alper, A. E., & Horne, Betty M. (Sunland Training Center, Gainesville, Fla.) **Changes in IQ of a group of institutionalized mental defectives over a period of two decades.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 472-475.—The scores of a group of 50 mentally defective persons on the 1916 Binet were compared with their scores on the Wechsler Adult Intelligence Scale after an average interval of 25 years. The findings indicate that while there may be considerable shifting of IQs within a narrow range, extreme shifts are few. The data do not indicate a decrease in the mental level of defective children after prolonged institutionalization.—V. M. Staudt.

7995. Baroff, G. S. (New York State Psychiatric Inst., NYC) **WISC patterning in endogenous mental deficiency.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 482-485.—53 non-brain-injured defectives with a mean IQ of 63 were tested on the WISC to determine the relative difficulty of the 12 subtests and also the extent to which the Ss conformed to the average group pattern. Relatively superior performance on Object Assembly, Block Design, Picture Completion, and Coding was found together with relatively poor performance on Vocabulary and Similarities. For 80% of the group Performance IQ was higher than the Verbal IQ. The author states that "Pattern analysis as a diagnostic aid is a self-limiting procedure. In addition to the factorial effect created by increasing the number of tests in a pattern, variables unrelated to diagnostic classification may influence test scores."—V. M. Staudt.

7996. Berkson, Gershon B. (George Peabody Coll. Teachers) **A study of reaction time and duration threshold in familial mentally deficient and normal adolescent boys.** *Dissertation Abstr.*, 1959 (Dec), 20, 2394-2395.—Abstract.

7997. Brown, S. J., Windle, C., & Stewart, Elizabeth. (Pacific State Hosp., Pomona, Calif.) **Statistics on a family care program.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 535-542.—A very slightly declining rate of rehospitalization over time since placement is reported in this follow-up study of 164 family care placements from a hospital for mental defectives. A test of the predictive value of five variables for outcome within 2 years after placement indicated that favorable prognostic indices were age under 15 (all patients, male only, and those hospitalized less than 5 years only), long hospitalization (those under 15 years of age only), and being male (those of IQ ≥ 40 only). The authors report that "About two-thirds of the failures were due to intolerable patient behavior and somatic medical problems. Generally, more behavior problem failures were relatively young, of high IQ, and recently hospitalized than was true of other failures."—V. M. Staudt.

7998. Duhl, L. J. (Ed.) **Symposium on research design and methodology in mental retardation.** *Amer. J. ment. Defic.*, 1959 (Sep), 64, 227-432.—This special issue deals with research design and methodology. The following papers of the A.A.M.D. Woods School Conference, May 1-3, 1959, are included: "Research in Mental Retardation: Prospects and Strategies" (N. Hobbs), "Principles of Research" (J. Cornfield), "Research: Cult or Cure?" (Margaret

- Mead), "Measurement Problems in Research" (B. R. McCandless), "Planning Cooperative Utilization of Data on the Mentally Retarded" (I. Lorge), "Measurement of Patient Flow in Institutions for the Mentally Retarded" (M. Kramer), "Some Uses of Descriptive Statistics in Population Analysis" (H. Dingham), "Measurement of Personality Development in Pre-Adolescent Mentally Retarded Children" (J. J. Gallagher), "Methodological Approaches to Research in Etiology" (R. L. Masland), "Methodologies Applicable to the Study of Learning Deficits" (T. Gladwin), "Research on the Influence of Sociocultural Variables upon Organic Factors in Mental Retardation" (B. Pasamanick), "Requirements for Research on Learning in Mental Deficiency" (L. M. Stolorow), "A Methodological Approach to Personality Research in Mental Retardation" (R. L. Cromwell), "Methodological Problems in Research in the Education Programs for the Treatment of the Mentally Retarded" (H. Goldstein), "Problems of Methodology in Research with Drugs" (T. Greiner), "Pitfalls of Nomenclature" (D. D. Wang), "Sampling and Related Problems in Research Methodology" (L. Festinger), "Problems in Experimental Design" (D. W. Norton), "Problems of Devising and Selecting Appropriate Measurement Tools" (L. V. Jones), "Problems in Analysis of Data" (S. Siegel), "Summary of Conference" (H. C. Birch).—*V. M. Staudt.*
7999. Eisenberg, Leon. (Johns Hopkins Hosp., Baltimore, Md.) **Review of psychiatric progress 1959: Child psychiatry—mental deficiency.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 604-608.—*N. H. Pronko.*
8000. Ellis, N. R., & Distefano, M. K. (State Colony & Training School, Pineville, La.) **Effects of verbal urging and praise upon rotary pursuit performance in mental defectives.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 486-490.—Rotary pursuit performance of 2 matched groups (14 Ss each) was tested, one group with verbal urging and praise and the other without. Practice was given for 5 days for 3 blocks of 20 trials each per day. 20 sec. of continuous practice constituted a trial. The intertrial period was 5 min. and the interval between the 3 blocks of trials was 24 hours. The verbally urged and praised group performed significantly better than the control group.—*V. M. Staudt.*
8001. Ferguson, Robert G. **Habilitation of mentally retarded youth.** Tampa, Fla.: MacDonald Training Center Foundation, 1959. vi, 165 p.; x, 103 p.—This volume, published in 2 parts, is a summary of a demonstration research project sponsored by the Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D.C. Part I is a manual of operations for a sheltered workshop to serve mentally retarded youths. Part II is an evaluation of the potential for vocational habilitation of mentally retarded youths.—*V. M. Staudt.*
8002. Finley, Carmen, & Thompson, Jack. (County Schools, Sonoma, Calif.) **Sex differences in intelligence of educable mentally retarded children.** *Calif. J. educ. Res.*, 1959 (Sep), 10, 167-170.—Verbal, Performance, and Full Scale WISC IQ's of 200 boys and 153 girls (Full Scale IQ range, 50 to 80; CA range, 8-0-13-6) were analyzed in terms of possible sex differences. Only the Verbal IQ sex differences closely approached the 5% level of statistical significance.—*T. E. Newland.*
8003. Fisher, G. M., & Shotwell, Anna M. (Pacific State Hosp., Pomona, Calif.) **An evaluation of Doppelt's abbreviated form of the WAIS for the mentally retarded.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 476-481.—The validity of predicting the WAIS Full Scale (FS) IQ from the Doppelt abbreviated form of the WAIS was studied using mentally defective adults in 5 selected diagnostic categories. It was found that the regression equation method significantly overpredicted in undifferentiated, familial, and brain damaged mental defectives but not in the functionally retarded and nonretarded groups. The straight proration method underpredicted for all diagnostic groups. The authors state that "Probably the most accurate method of predicting FS IQ's from the Doppelt abbreviated form would be the calculation of regression equations based on data from mental defectives at all ages."—*V. M. Staudt.*
8004. Fleming, Jack Wayne. (U. Colorado) **The relationships among psychometric, experimental, and observational measures of learning ability in institutional endogeneous mentally retarded persons.** *Dissertation Abstr.*, 1960 (Apr), 20, 4183.—Abstract.
8005. Garfield, S. L. (U. Nebraska) **Problems in the psychological evaluation of the subnormal individual.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 467-471.—Routine use and reliance on intelligence test scores in the psychological evaluation of the subnormal individual are criticized. The importance of viewing and understanding the retarded individual as a person is emphasized.—*V. M. Staudt.*
8006. Garfield, Sol L., & Carver, Michael J. (602 S. 44th Ave., Omaha, Nebr.) **Phenylketonuria: A further study.** *J. nerv. ment. Dis.*, 1960 (Feb), 130, 120-124.—A series of 21 patients with phenylketonuria was studied, and anatomical and behavior characteristics of the group were described. A genetic basis for the disorder is suggested and treatment indicated.—*N. H. Pronko.*
8007. Higgins, J. V. (U. Minnesota) **A study of intelligence of the Nam family in Minnesota.** *Amer. J. ment. Defic.*, 1959 (Nov), 64, 491-504.—This study presents a follow-up of a previously studied subcultural Nam family. It reports on the family in Minnesota, and compares it with the family that resided in Nam Hollow, New York. Details as to reproductive rate and intelligence are given. The author states that "The most revealing observation obtained from the study is the fact that most of the very low IQ scores reported are from two small closely related branches of the family. The low IQ values for persons in this part of the family could result from similar genotypes. How environment alone could cause some children to be normal when siblings who are deficient are born before and after them would be more difficult to explain than the hypothesis that they represent the segregation of particular genes."—*V. M. Staudt.*
8008. Hindman, Darrell A. (American Ass. Mental Deficiency, Columbus, O.) **Co-operative programs of training and research in mental retardation: A survey study of co-operative rela-**

tionships established between residential facilities for the mentally retarded and colleges and universities. Yellow Springs, O.: Antioch, 1959. viii, 160 p. \$25.—Included in this survey of representative cooperative programs in the United States are summaries of findings and descriptions of the programs of 18 institutions. 26-item bibliog.—J. Z. Elias.

8009. Hughes, Dorothy Hale. (New York U.) A study of concept formation in a group of superior, average and mentally retarded children of similar mental age: A comparison of the concept formation of boys and girls whose mental ages are between 9-6 and 10-6, but whose intellectual levels vary from superior to mentally retarded. *Dissertation Abstr.*, 1960 (Feb), 20, 3378-3379.—Abstract.

8010. Jenkin, Noel. (U. Sydney, Australia) Size-difference judgment in organic mental defectives. *J. consult. Psychol.*, 1960 (Apr), 24, 139-143.—Organic mental defectives tend to misjudge the size of distant objects. This appears to be due to impairment of organizing and integrating abilities.—A. A. Kramish.

8011. Jordan, T. E., & DeCharms, R. (Washington U., St. Louis, Mo.) The achievement motive in normal and mentally retarded children. *Amer. J. ment. Defic.*, 1959 (Nov), 64, 457-466.—An evaluation is made of the conceptual and empirical status of the achievement motive in the study of mental retardation. Using 2 groups of mentally retarded, educable adolescent males and a comparable group of normals, this study found that the Achievement measure is not applicable to the prediction of academic performance either in a first-order correlational relationship, or in a multiple correlational relationship with an intelligence measure. The authors report that mentally retarded children are subjected to atypical child-rearing practices, at least as far as achievement motivation is concerned, and that educable children exposed to a special curriculum give evidence of this treatment in personality. In the light of these findings the authors make several recommendations.—V. M. Staudt.

8012. Lewis, Eve. The development of concepts in a girl after dietary treatment for phenylketonuria. *Brit. J. med. Psychol.*, 1959, 32, 282-287.—In 14 months, beginning at age 2 yr. 3 mon., this child under dietary treatment passed through the sensorimotor stages of development as postulated by Piaget.—C. L. Winder.

8013. MacGillivray, R. C. (Lennox Castle Hosp., Glasgow, Scotland) Mongolism in both of monozygotic twins. *Amer. J. ment. Defic.*, 1959 (Nov), 64, 450-454.—A report is presented of a 14th pair of monozygotic mongol twins and the importance of accurate zygosity diagnosis is emphasized and the methods discussed. Examination of head hairs in twins, a method employed in forensic work, is suggested for its supplementary value. The etiology of mongolism is briefly treated and it is indicated that twin studies have considerable bearing on etiology. However, the number of twin pairs thus far recorded is inadequate. In mongolism the primary disorder seems to occur at the zygosity stage. The twin studies and recent techniques in examining chromosome morphology seem to support this concept.—V. M. Staudt.

8014. Ogdon, Donald P. (Coll. William and Mary) WISC IQs for the mentally retarded. *J. consult. Psychol.*, 1960 (Apr), 24, 187-188.—Extrapolated IQs are provided within the Idiot range. Differentiation among the mentally retarded is considered important due to institutional policies and state legislation. The published WISC cannot provide this data.—A. A. Kramish.

8015. Schiller, H. Reserpine, chlorpromazine, and the mentally retarded. *Psychiat. Quart.*, 1959 (Oct), 33, 683-699.—Both drugs help in managing behavior problems, but least of all with biters. The wards are less hazardous, more relaxed, and more cheerful. Chlorpromazine appears to be more effective than reserpine.—D. Prager.

8016. Schwartz, L. (Trenton State Coll.) Student government: An approach to the social habilitation of retarded youth in a residential center. *Amer. J. ment. Defic.*, 1959 (Nov), 64, 574-577.—The author proposes the organization and development of a student youth government in a residential facility for educable retarded youth as a formal program of social habilitation and as an integral phase of the overall institutional life. In order to help the institutionalized retardate acquire independence he should be provided with experiences in self-determination within a closed society as a preparation for later-life community adjustment. The author feels that the promotion of citizenship in the institution makes both students and staff realize that in order to live wisely we must first govern ourselves.—V. M. Staudt.

8017. Siegenthaler, B. M., & Krzywicki, Doris F. (Pennsylvania State U.) Incidence and patterns of hearing loss among an adult mentally retarded population. *Amer. J. ment. Defic.*, 1959 (Nov), 64, 444-449.—Among a group of institutionalized mentally retarded females of child-bearing age in this study an incidence of hearing loss much above the 5% incidence usually reported among school children was observed. It was also above the approximately 3%-9% handicapping hearing loss reported for females 15-44 years old in the population generally. The authors report that among the school girls of their study, the ones most likely to be released from the institution and to obtain gainful employment, 16% showed average pure-tone losses enough to constitute a handicapping hearing loss for speech. The high incidence of hearing loss among mentally retarded females indicates that those who are in charge of their habilitation should not neglect hearing problems because the mental retardation appears to be of first importance. Attention must be directed to acoustic rehabilitation as part of the overall educational, vocational, and social habilitation.—V. M. Staudt.

8018. Soloyanis, G. (Pennsylvania Dept. Public Welfare, Harrisburg) The needs of mentally retarded populations as reflected in waiting list statistics. *Amer. J. ment. Defic.*, 1959 (Nov), 64, 520-534.—A report is presented on 1481 applications to the Polk State School during the calendar years 1953-57. These were studied for information on degree of retardation, ambulation, toilet training, eating habits, economic efficiency, and chronological age for the purpose of determining the adequacy of information available relative to institutionalization, the characteristics of the mentally retarded who apply for in-

stitutionalization, and what types of mentally retarded tend to be institutionalized. Specific results in these areas are presented. It was found that applications for institutionalization decrease directly with increasing age, and they are admitted in about the percentages in which they apply, except that the under-7 group is overrepresented. The author reports that over 50% of the groups was under age 7, and the next age group, 7-9, was only $\frac{1}{5}$ the number of under 7. Among the applicants, the highest death rate was found in the under-7 group and this rate was 6 times that of all others combined.—V. M. Staudt.

8019. Spradlin, Joseph E. (George Peabody Coll. Teachers) Effects of reinforcement schedules on extinction in severely mentally retarded children. *Dissertation Abstr.*, 1959 (Dec), 20, 2404.—Abstract.

(See also Abstracts 7963, 7982, 8267, 8377, 8378)

BEHAVIOR PROBLEMS

8020. Almans, R. J. The face-breast equation. *J. Amer. Psychoanal. Ass.*, 1960, 8, 43-70.—On a primitive perceptual level the face may be equated with the breasts and the nipples with the eyes. The breast image may act as a screen for the face. The face-breast identification is based on the eyes. 3 cases were presented which showed strong scopophilia indissolubly linked with early visual sensitization due to feeling of oral deprivation and object loss. Clinical, experimental, and archeological findings are all in close agreement.—D. Prager.

8021. Bardach, Joan L. (New York U.) Effects of situational anxiety at different stages of practice. *Dissertation Abstr.*, 1960 (Feb), 20, 3373.—Abstract.

8022. Bendig, A. W. (U. Pittsburgh) Age-related changes in covert and overt anxiety. *J. gen. Psychol.*, 1960 (Apr), 62, 159-163.—Cattell's IPAT Anxiety Scale was administered to 219 undergraduate and graduate college Ss who were dichotomized as to sex and quadrichotomized into 4 age groups: 17-22, 23-27, 28-32, and 33 years and older. Analyses of variance showed no sex differences to be statistically significant. The "overt" anxiety subscale scores showed a significant (10% level) linear decrease with age, while age differences on the "covert" anxiety subscale were not significant. "Total" anxiety scores (sum of "covert" and "overt" anxiety scores) did not significantly decrease with age, but the "difference" score ("covert" anxiety minus "overt" anxiety) demonstrated a significant (5% level) rectilinear decline with age. The age differences in IPAT anxiety scores were interpreted as being attributable to the differential effects of tendencies toward giving socially desirable responses on "covert" and "overt" anxiety scores.—Author abstract.

8023. Bennett, A. E., Mowery, G. L., & Fort, Joel T. (Herrick Memorial Hosp., Berkeley, Calif.) Brain damage from chronic alcoholism: The diagnosis of intermediate stage of alcoholic brain disease. *Amer. J. Psychiat.*, 1960 (Feb), 116, 705-711.—Electroencephalographic studies in 227 cases of alcoholism show an intermediate stage of reversible alcoholic brain disease, midway between the acute and chronic stages. Implications for practical treatment and a preventive program are indicated.—N. H. Pronko.

8024. Berkowitz, Leonard. (U. Wisconsin) Some factors affecting the reduction of overt hostility. *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 14-21.—2 assumptions were tested to explain observations that initial expressions of aggression may be followed by decline in such unfriendly attitudes. The "symbolic catharsis hypothesis" assumes the reduction of hostile attitudes due to vicarious (fantasy) expression of hostility; guilt theory assumes inhibition, rather than reduction, of hostile attitudes. Ss were fed information, supposedly opinions of each other, which encouraged unfriendly or friendly attitudes. Ss were then either allowed to associate to TAT cards or fed additional information so as to be made to feel guilty about unfriendly attitudes towards the other. Results were interpreted as supporting the guilt hypothesis.—G. Frank.

8025. Bing, J. F., McLaughlin, F., & Marburg, R. The metapsychology of narcissism. *Psychoanal. Stud. Child*, 1959, 14, 9-28.—Primary narcissism is a primary state of energy distribution not truly narcissistic since no sufficient ego structure exists for cathexis of a self-representation. Ego development must be added to autoerotism in order to arrive at narcissism. Libido originates in the id and is distributed by the ego. Narcissism is the libidinal investment of the self-representation. In pathological narcissism there may be too great a cathexis of the self-representation, or a qualitatively distorted self-representation, or insufficiently neutralized libidinal drive energy investing the self-representation.—D. Prager.

8026. Bowman, Karl M. (U. California Medical Center, San Francisco) Review of psychiatric progress 1959: Alcoholism. *Amer. J. Psychiat.*, 1960 (Jan), 116, 626-628.—N. H. Pronko.

8027. Cattell, R. B., & Scheier, I. H. (U. Illinois) Stimuli related to stress, neuroticism, excitation, and anxiety response patterns: Illustrating a new multivariate experimental design. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 195-204.—The present study serves both as a vehicle for the demonstration of a new research design which combines analysis of variance and factor analytic techniques, as well as to experimentally demonstrate that an affect assumed to be characteristic of a stimulus, e.g., anxiety, may be distinguished from the affect as experienced by a person. Moreover, anxiety is seen as a multivariate, not univariate, complex. The present findings are related to previous research by Cattell and his associates as well as what meaning this bears on other research, e.g., the Taylor Anxiety Scale. 23 refs.—G. Frank.

8028. Chombart deLauwe, Y. M. J. (Ministère l'Éducation Nationale, Paris, France) Psychopathologie sociale de l'enfant inadapté. [The social psychopathology of the maladjusted child.] Paris, France: Centre National Recherche Scientifique, 1959. xii, 275 p. Fr. 16.—The primary object of the research was to discover precise relations between the variables of environment and heredity in the study of behavior troubles; its secondary object to develop on this basis a method suitable for theoretical and practical purposes. Psychiatrists, psychologists, and social workers cooperated in specialized teams, using qualitative and quantitative techniques. The Ss were maladjusted city children below

the age of 14 of normal intelligence. Part I deals with the effects of ecological factors on the life of the child, Part II with the influences coming from the social and family environment, and Part III with physical developments. In the conclusion the "dangerous levels" of the different variables are discussed, illustrating their interaction through diagrams. The findings stress the importance of the early developmental stages and the influence of the psychological environment on the physical development.—*M. Haas.*

8029. Coirault, Raymond. *L'anxiété.* [Anxiety.] *Cah. Laennec*, 1959, 19(3), 13-35.—The relations between emotions and stress are discussed with emphasis on types of emotionality in relation to neurophysiological and biochemical correlates. Clinical consequences are described for agitated states and for inhibited states from superpolarization (conflict) and depolarization (exhaustion). Excess of Na⁺ increases the possibility of paroxysmal discharge and a loss of Ca⁺⁺ increases metabolic activity and aggravates clinical agitation.—*W. W. Meissner.*

8030. Coirault, Raymond. *L'insomnie.* [Insomnia.] *Cah. Laennec*, 1959, 19(3), 37-43.—Physiological mechanisms controlling sleep are described and the causes and effects of insomnia are discussed. Insomnia involves the whole organism. It aggravates anxiety, leads to fatigue and exhaustion. It breaks the automatic rhythm of sleep and waking, throws the successive phases of catabolism and anabolism out of balance, and propels the patient into a very grave psychopathological condition.—*W. W. Meissner.*

8031. Crager, Richard Lynn. (U. Washington) *The relation of anxiety, sex, and instructions to performance and verbal behavior during anagram solution.* *Dissertation Abstr.*, 1960 (Jan), 20, 2900-2901.—Abstract.

8032. Davis, D. Russell, & Cooley, Patricia A. (Cambridge U., England) *Accident-proneness in motor-vehicle drivers.* *Ergonomics*, 1959 (May), 2, 239-246.—74 safe drivers (3 or fewer accidents per 100,000 miles) were compared with 38 accident-prone drivers. "It might be argued that our failure to demonstrate distinctive personal qualities in the accident-prone was due to the deficiencies in our investigation."—*B. T. Jensen.*

8033. Delay, J., Volmat, R., Pichot, P., & Robert, R. (Hôpital Ste.-Anne, Paris, France) *Névrose narcissique et production artistique (anxiété, peinture et sexualité).* [Narcissism and artistic production (anxiety, painting and sexuality).] *Encephale*, 1959, 48, 457-480.—Analysis of a case history involving obsessions, phobias, homosexuality, and extreme narcissism. The patient's literary and artistic productions are analyzed, showing the identification of painting with anxiety and sexuality.—*W. W. Meissner.*

8034. Doidge, William T., & Holtzman, Wayne H. *Implications of homosexuality among air force trainees.* *J. consult. Psychol.*, 1960 (Feb), 24, 9-13.—Psychological tests were given to 80 airmen divided into 4 groups. Test records of the homosexual group were different from the control groups. This suggests that homosexuals suffer from an emotional disorder which is pervasive, severe, and disqualifying for military service. The test records of

the partly homosexual group were nearly similar to the 2 control groups. Severe psychopathology accompanies the "markedly homosexual individual."—*A. A. Kramish.*

8035. Eidelberg, L. *A second contribution to the study of narcissistic mortification.* *Psychiat. Quart.*, 1959 (Oct), 33, 636-646.—With greater understanding of defenses, therapeutic success is more probable. The patient is an object as well as a subject of external aggression. The discharge of aggression against the self produces a feeling of terror. Consciousness of aggression not only kept sexual wishes unconscious but also helped the patient to deny his failure to control his own sexual wishes by causing him to accept the failure to control the sexual wishes of external objects.—*D. Prager.*

8036. Ends, Earl J., & Page, Curtis W. (Willmar State Hosp., Minn.) *Group psychotherapy and concomitant psychological change.* *Psychol. Monogr.*, 1959, 73(10, Whole No. 480), 31 p.—The present article represents an interim report on the 2nd phase of a continuous research (see 33: 1385) dealing with the assessment of group psychotherapy as an agent in aiding the alcoholic patient and the determination of the most efficient type and intensity of application. The study is based upon male alcoholics, age 21-60, without severe CNS or psychotic impairment and who were above the 45th percentile level on the AGCT. It is reported that the addition of Rogerian group-centered therapy to general treatment resulted in both quantitative and qualitative changes including increased self-acceptance, increased acceptance of the preself as well as the postself concepts and definitive psychological growth. Doubling the number of group therapy sessions from 15 to 30 without increasing the total time elapsed yielded significant increase in therapeutic movement and increased the qualitative improvement. The authors strongly urge the inclusion of group-centered therapy whenever possible in the treatment of alcoholics and offer considerable evidence to substantiate this view.—*M. A. Seidenfeld.*

8037. Engel, Mary. (Michael Reese Hosp., Chicago, Ill.) *Shifting levels of communication in treatment of adolescent character disorders.* *AMA Arch. gen. Psychiat.*, 1960 (Jan), 2, 104-109.—The author's method of "reaching" the acting-out patient is described and documented by excerpts.—*L. A. Pennington.*

8038. Foulds, G. A. *Attitudes toward self and others of psychopaths.* *J. indiv. Psychol.*, 1960, 16, 81-83.—The author finds broad agreement between his studies and that of Worchel and Hillson. "... psychopaths and criminals tend to have a more favorable, and neurotics a less favorable concept of themselves in relation to others, than do normal people."—*A. R. Howard.*

8039. Frankenstein, Carl. (Hebrew U., Jerusalem, Israel) *Psychopathy.* New York: Grune & Stratton, 1959. 198 p. \$6.75.—Psychopathy (the psychopath) is a legitimate diagnosis, contrary to recent trends. Essential characteristics are viewed as a constitutionally-determined ego inflation and an inherent incapacity to experience anxiety. Psychopathy is compared to neurotic and psychotic categories involving antisocial or asocial behavior, and this theory is compared to the psychoanalytic. As

compared to psychotics, psychopaths possess an ego which is differentiated from nonego (id and external reality), and childhood experience is not an etiological factor; as compared to neurotics, psychopathic behavior is not determined by unconscious factors. Early mother-child relationship is important but only to define the type of psychopathy; etiological factor is restricted to structural deficiency in the ego.—G. Frank.

8040. Geisler, Erika. *Diebstahl und im Traum erlebte Kindestötung als Heimwehrektion einer 14 jährigen*. [Theft and dreamed infanticide as a homesickness reaction in a 14-year-old girl.] *Z. Kinderpsychiat.*, 1959(Apr), 26, 41-47.—A homesick, immature 14-year-old girl committed thefts and dreamed of infanticide. The manifested phenomenon permits recognition of the primal scene evolving according to the talion law, divorced from insight into the emotional relationship between culprit and child. The dream world permitted the archaic scene of infanticide to evolve; the persisting dread after the dream prevented commission of the crime.—G. Rubin-Rabson.

8041. Hayes, K. J. *Exploration and fear*. *Psychol. Rep.*, 1960, 6, 91-93.—"The spontaneous activity of 16 rats confined to an open field for 21 min. was compared with the activity of the same rats when free to enter or leave the field for 21 min. Average activity was much lower in the latter situation, but those rats most active in one test were also most active in the other. This result confirms the common belief that such activity is exploratory in nature, and is inhibited rather than enhanced by fear."—C. H. Ammons.

8042. Heath, D. H. (Haverford Coll.) *The Phrase Association Test: A research measure of anxiety thresholds and defense type*. *J. gen. Psychol.*, 1960(Apr), 62, 165-176.—The Phrase Association Test (PT) gives a measure of an individual's pattern of anxiety thresholds and defense types for different personal relationships. It consists of replicated structured 5-word phrases, tapping into different relationships, to which an individual responds with a phrase or sentence. Each response is scored for the presence of one or more of 22 behavioral indices of response deviance or disorganization. Interjudge and split-half reliability coefficients are in the .90's for both total and thematic area scores. The PT has been validated against schizophrenic case material and conceptual disorganization in the same thematic areas. It has discriminated between different adjustment groups.—Author abstract.

8043. Heiman, Marcel, & Levitt, Esther G. *The role of separation and depression in out-of-wedlock pregnancy*. *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 166-174.—Case material and theoretical discussion are presented to illustrate the fact that some women react to the experience of separation or death with a depression; a pregnancy may follow which is dynamically linked to the depression.—R. E. Perl.

8044. Hill, Harris E., Haertzen, Charles A., & Glaser, Robert. (National Inst. Mental Health, Bethesda, Md.) *Personality characteristics of narcotic addicts as indicated by the MMPI*. *J. gen. Psychol.*, 1960 (Jan), 62, 127-139.—270 hospitalized narcotic addicts' responses to the MMPI were com-

pared with the composite profiles produced by a teenage group, a white group, and a Negro group. Groups and subgroups produced abnormal composite profiles, and one deviation they possessed in common was a T score of 70 on the Psychopathic Deviate scale. The adolescent Ss produced as deviant profiles as did the adult addicts. Using Conduct Disorder as the generic grouping and classifying profiles according to 2 high-point codes as neurotic, psychopathic, or schizoid resulted in differentiable, abnormal, composite profiles. Personality characteristics of narcotic addicts are predominantly psychopathic in nature. Personality characteristics of adolescent addicts do not differ appreciably from those of adult addicts. Psychopathology has considerable significance in the etiology of addiction.—Author abstract.

8045. Hoch, Paul H., & Zubin, Joseph. (Eds.) (New York State Psychiatric Inst.) *Problems of addiction and habituation*. New York: Grune & Stratton, 1958. xii, 250 p. \$6.50.—Proceedings of the 47th annual meeting of the American Psychopathological Association, New York, 1957. The 15 papers presented deal with problems of narcotic addiction, alcoholism, and drug psychoses. In addition, there is a survey of physiological and psychological effects of the use of coffee, and a study of pica in children as a pattern of addiction. The clinical papers cover topics such as direct treatment of symptoms and group therapy with chronic alcoholics. Several epidemiological investigations of narcotic addiction and drug psychoses are also offered. The research reports deal with the self-image of alcoholics and experimental psychopharmacology and its relation to behavior. The remaining papers are theoretical in scope and explore biological factors in psychopathology, psychodynamics of dependency on drugs, and the rationale for medical management of narcotic addiction. There are 2 sections where discussants evaluate some of the papers. Appendix includes the membership list of the Psychopathological Association.—S. Brotman.

8046. Ilanit, Tamar. (U. Southern California) *The role of cues in the arousal of anxiety*. *Dissertation Abstr.*, 1960(Feb), 20, 3399.—Abstract.

8047. Iscoe, Ira, & Cochran, Irene. (U. Texas) *Some correlates of manifest anxiety in children*. *J. consult. Psychol.*, 1960(Feb), 24, 97.—Regardless of shortcomings, manifest anxiety in children as a measure of drive level has potentialities.—A. A. Kramish.

8048. Klaber, M. Michael. (Columbia U.) *Manifestations of hostility in neurodermatitis*. *J. consult. Psychol.*, 1960(Apr), 24, 116-120.—Neurodermatitis patients show greater hostility than control group on measures of covert personality factors. Tests used in the study were a Manifest Scale of Hostility, selected TAT cards, and a Sentence Formation Task. 17 refs.—A. A. Kramish.

8049. Lee, Robert S. (New York U.) *The family of the addict: A comparison of the family experiences of male juvenile heroin addicts and controls*. *Dissertation Abstr.*, 1960(Feb), 20, 3418.—Abstract.

8050. Levine, Conalee. (New York U.) *A comparison of the conscious and unconscious identifications with both parental figures among ad-*

dicted and non-addicted male adolescent character disorders. *Dissertation Abstr.*, 1960(Feb), 20, 3380-3381.—Abstract.

8051. Martin, Harry. (U. Kentucky) **A Rorschach study of suicide.** *Dissertation Abstr.*, 1960 (Mar), 20, 3837.—Abstract.

8052. May, J. M., & May, Marie-Anne. **The treatment and education of the atypical, autistic child in a residential school situation.** *Amer. J. ment. Defic.*, 1959(Nov), 64, 435-443.—The identification of the autistic child is discussed together with the method of treatment for this type of child in a residential school setting. The habilitation of this type of atypical child is described in terms of 3 steps: loving contact, creative gratification, and the period of tests and challenges. The authors report that about 30% of the children who have come within their care during a 4-year period have recovered to the extent that they could successfully return home for short periods.—V. M. Staudt.

8053. Nass, G. **Fahrerflucht als psychologisches Problem.** [The psychology of the "hit and run" driver.] *Psychol. u. Praxis*, 1960(Jan-Mar), 4, 26-47.—It appears that the concept of driver difficulty has educational as well as medicolegal implications.—S. Kavruck.

8054. Persky, Harold, & Grosz, Hanus J. (Indiana U. Medical Center) **Effect of anxiety on the Akerfeldt test.** *Science*, 1959(Sep), 130, 565-566.—"Blood samples were drawn from each subject on four occasions: (i) before hypnosis, (ii) during hypnosis, (iii) during the hypnotically induced anxiety state, and (iv) after hypnosis. Serum obtained from these samples was analyzed immediately. . . . Acute anxiety episodes do not significantly alter the lag time of the Akerfeldt test, serum ceruloplasmin level, or serum ascorbic acid level in man."—S. J. Lachman.

8055. Plaut, Paul. **Der Sexualverbrecher und seine Persönlichkeit.** [The sexual offender and his personality.] Stuttgart, Germany: Ferdinand Enke, 1960. xii, 360. DM 25.—Pertinent literature is meshed with personal observations gained as expert witness in German and British court cases. Specific focus is on exhibitionism, aggressive acts from incest to murder, homosexuality, and the female offender. Psychological, social, and legal criteria are illustrated with brief case histories. Summaries of penal codes for sexual offenses in non-German lands are appended. 223 refs.—H. P. David.

8056. Reider, N. **Percept as a screen: economic and structural aspects.** *J. Amer. Psychoanal. Ass.*, 1960, 8, 82-99.—In passive types the work of screening is most likely an ego function wherein repression and displacement are called upon at the moment of the danger signal. In the more active type of screening the superego gives impetus to the work of the ego ("You must remember this"), and the affect experience has the quality of a command. The same quality of words in the screening mechanism is at times either initiated or contributed by the superego in its effect on the defensive work of the ego.—D. Prager.

8057. Rudie, Richard Ronken. (U. Houston) **Developmental and behavioral differences between essential and reactive alcoholics.** *Dissertation Abstr.*, 1960(Jan), 20, 2906-2908.—Abstract.

8058. Sarason, Seymour B. (Yale U.) **Test anxiety.** *J. Nat. Educ. Ass.*, 1959, 48(8), 26-27.—A Test Anxiety Scale for Children has been devised to study reactions of elementary pupils to group testing at school. Results of "studies in grades 1 through 6 in several different school systems" are presented and discussed. Test anxiety was found not to be an "infrequent occurrence." It was found to increase with grade and to correlate negatively with group measures of intelligence. Although it occurred with equal frequency in different social classes, it was found more frequently among boys than among girls. The "test anxious" child was found to have a "degenerative self-picture" and to be anxious about many things. He was at the greatest disadvantage in unstructured, problem solving situations.—R. A. Hagin.

8059. Schmidt, F. G. **Vom Wesen der Brandstiftung.** [On characteristics of pyromania.] *Psychol. Rdsch.*, 1960(Apr), 11, 119-121.—A shift in motivation was observed when statistics from 1915 were compared with recent statistics. Revenge had become the dominant motive.—W. J. Koppitz.

8060. Schulman, J. L., & Reisman, J. M. (Children's Memorial Hosp., Chicago, Ill.) **An objective measure of hyperactivity.** *Amer. J. ment. Defic.*, 1959(Nov), 64, 455-456.—The modification of an automatically winding calendar wrist watch is described as an instrument for the objective measurement of activity. High interwatch reliability and particular usefulness of the watch with children have been indicated by studies to date.—V. M. Staudt.

8061. Slater, Mariam Kreiselman. (Queens Coll.) **Ecological factors in the origin of incest.** *Amer. Anthropologist*, 1959(Dec), 61, 1042-1059.—Under the most primitive conditions, with only a sexual division of labor, outbreeding is compelled by age distribution, low birth and survival rates, and the chance of like-sexed adjacent siblings. Hence, it is suggested that early hominids were able to commit incest infrequently, and around such ecological patterns marriage rules crystallized. When in time surpluses shifted the balance in vital statistics, prohibitions remained.—R. L. Sulzer.

8062. Slocum, Jonathan; Bennett, C. L., & Pool, J. Lawrence. **The role of prefrontal lobe surgery as a means of eradicating intractable anxiety.** *Amer. J. Psychiat.*, 1959(Sep), 116, 222-230.—"A series of 18 consecutive patients were selected for frontal lobe surgery over a 10 year period to obtain relief from chronic, intractable anxiety. Of the 13 who were not psychotic, 12 have returned to a well adjusted, independent existence at home without further hospitalization or continuation of therapy. Certain observations based on these case studies have been made, with full realization that generalizations cannot be drawn from 18 cases and that whatever value this study may have is dependent upon intense personal investigation of all relevant factors in a small group of individuals."—N. H. Pronko.

8063. Solvey, Galina, & Milechnin, Anatol. (Casilla de Correo 1561, Montevideo, Uruguay) **Concerning the treatment of enuresis.** *Amer. J. clin. Hypnosis*, 1959(Jul), 2, 22-30.—The procedure for the treatment of an enuresis habit that brings into focus the emotional condition of the patient and his family is radically opposed to certain techniques of a mechanical nature. Even today there are au-

thors who recommend a form of treatment that is based on the severe mistake of considering the patient as a bladder that does not restrict its functions as it should, and not as a human being with emotions that exert an influence over the functions of his body. 31 refs.—M. V. Kline.

8064. Spock, Anne Ingersoll. (American U.) **An investigation of the relationship between confusion in sex-role identification and social maladjustment in childhood.** *Dissertation Abstr.*, 1960 (Jan), 20, 2893-2894.—Abstract.

8065. Thomas, Richard Wallace. (U. Kentucky) **An investigation of the psychoanalytic theory of homosexuality.** *Dissertation Abstr.*, 1960 (Mar), 20, 3847.—Abstract.

8066. Van de Castle, Robert Leon. (U. North Carolina) **The relationship of anxiety and repression to perceptual predominance of threatening stimuli.** *Dissertation Abstr.*, 1960 (Mar), 20, 3847-3848.—Abstract.

8067. Walker, Lindsay. (Netherne Hosp., Coulsdon, England) **The prognosis for affective illness with overt anxiety.** *J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 338-341.—111 patients aged 20-35 years with overt anxiety were classified with respect to (a) outcome—complete recovery, no recovery, partial recovery; (b) mode of onset—instantaneous, rapid, gradual; (c) course—episodic without precipitation, episodic with precipitation, constant but with unprecipitated exacerbation, fluctuating. Significant relationships are demonstrated. Patients whose course is described as episodic without precipitation appear to constitute a discrete clinical group; onset is instantaneous, and they make complete spontaneous recoveries. The author regards this group "as falling in the depressive section of the affective system of reactions."—M. L. Simmel.

8068. Weingarten, Eric. (U. Kentucky) **A study of the relationship between anxiety, thirst and accuracy of perception of thirst-relevant objects.** *Dissertation Abstr.*, 1960 (Mar), 20, 3849.—Abstract.

8069. Winsemius, W. (Netherlands Inst. Praeventieve Geneeskunde, Leiden) **Op weg naar een wetenschap der veiligheid. VII.** [On the way to a science of safety. Part VII.] *Mens Onderneming*, 1959, 13, 368-378.—(see 34: 6285) An analysis of accident causation involves a "risk-situation" in which the choice of action is motivated by a signal. This signal must not only motivate an action but also a proper choice of priorities of various actions called for. Such situations are illustrated by a discussion of the reactions of a imaginary mechanical model to various kinds of signals.—S. Duker.

8070. Wisotsky, M., & Birner, L. **Preference for human or animal drawings among normal and addicted males.** *Percept. mot. Skills*, 1960 (Feb), 10, 43-45.—When instructed to draw either an animal or a person, 7.6% of 416 normal male senior college students drew the animal figure first. However, 18.8% of 955 addicts (19.3% of 750 chronic alcoholics and 17.1% of 205 narcotic addicts) drew the animal figure first. Comparisons, save that between chronic alcoholics and narcotic addicts, were significant at the .01 level. Possible interpretations of the data are presented.—C. H. Ammons.

8071. Wolking, William David. (U. Minnesota) **Patterns of social perception within the families of well-adjusted and maladjusted adolescents.** *Dissertation Abstr.*, 1959 (Dec), 20, 2394.—Abstract.

8072. Wurtz, Kenneth R. (Michigan State U.) **Some theory and data concerning the attenuation of aggression.** *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 134-136.—The relationship of anxiety to aggression was postulated, with anxiety seen as both an inhibitor as well as a stimulus for aggression under the appropriate conditions. The data was derived from a previous study by Sears (see 21: 4422) re children's play with dolls. It was hypothesized that aggression would be more frequently directed towards adult rather than child dolls; the hypothesis was interpreted as being supported. In conclusion, the author states, "In fantasy as compared with real life, anxiety functions more as a stimulus than as an inhibitor."—G. Frank.

8073. Zwingmann, Charles Arthur Alfred. (Stanford U.) **"Heimweh" or "nostalgic reaction": A conceptual analysis and interpretation of a medico-psychological phenomenon.** *Dissertation Abstr.*, 1960 (Mar), 20, 3849-3850.—Abstract.

(See also Abstracts 7774, 7803, 7817, 7978, 7983)

SPEECH DISORDERS

8074. Diehl, Charles F., & Stinnett, Charles D. (U. Kentucky) **Efficiency of teacher referrals in a school speech testing program.** *J. speech hear. Dis.*, 1959, 24, 34-36.—To determine the efficiency of teachers with no known orientation in speech disorders in locating speech defective children in their classrooms, 3061 2nd-grade children representing 14 different counties were evaluated for speech both by teacher questionnaires and examinations by 2 trained speech clinicians. Comparison of the reports show that teachers with no orientation can be expected to miss 2 out of every 5 children classified as defective by clinicians.—M. F. Palmer.

8075. Flanagan, Bruce; Goldiamond, Israel, & Azrin, Nathan H. (Southern Illinois U.) **Instatement of stuttering in normally fluent individuals through operant procedures.** *Science*, 1959 (Oct), 130, 979-981.—Stuttering can be regarded as a unit of verbal behavior; "breaks, pauses, repetitions, and other nonfluencies can be considered operant responses, having in common with other operants the characteristic of being controllable by ensuing consequences. . . . Normally fluent subjects were required to read from printed pages, and a recording was made of nonfluencies until a stable rate was established. A persistent shock was then introduced. Its cessation for a limited period was made contingent upon nonfluency. Chronic stuttering was instated and eliminated as a function of the change in stimulus."—S. J. Lachman.

8076. Fraisse, Paul, & Ehrlich, Stéphane. (U. Sorbonne, Paris, France) **Déficits dans les perceptions simultanées chez les aphasiques.** [Deficiencies in the simultaneous perceptions of aphasics.] *Encephale*, 1959, 48, 491-500.—Tachistoscopic stimulation indicates that aphasics have difficulty in watching 2 parts of the same field or in judging the simultaneity of heterogeneous stimulations. Impairment of perception of lengthy syllables seems greater in

Broca's aphasia, and impairment of perception of longer figures and of simultaneity is greater in Wernicke's aphasia. Aphasic reactions are much slower than normals of the same cultural level. Results are explained by the hypothesis of organic lesion.—*W. W. Meissner.*

8077. Gregory, Hugo Harris, Jr. (Northwestern U.) **A study of the neuropsychological integrity of the auditory feedback system in stutterers.** *Dissertation Abstr.*, 1960 (Mar), 20, 3854.—Abstract.

8078. Karlin, Isaac W., Eisenson, Jon; Hirsch-entfang, Samuel, & Miller, Maurice H. (Jewish Chronic Disease Hosp., Brooklyn, N.Y.) **A multi-evaluational study of aphasic and non-aphasic right hemiplegic patients.** *J. speech hear. Dis.*, 1959, 24, 369-379.—20 out of 26 right hemiplegic patients had aphasia. Aphasic patients with an illness of intermittent onset showed greater disturbance in both receptive and expressive areas. Cases with aphasia due to thrombosis had predominantly receptive disorders. On the performance scale of the WAIS, patients with aphasia showed significantly lower scores than patients without aphasia. Both groups showed relatively good abstract reasoning ability. EEGs showed patients with predominantly expressive language involvement may show either frontal and posterior accentuation, or posterior accentuation. No cases were found with frontal accentuation only. Hearing loss seems to be present in the same proportion for aphasic and nonaphasic patients and may be due to age rather than brain damage.—*M. F. Palmer.*

8079. Kent, Louise R., & Williams, Dean E. (Baton Rouge, Mich.) **Use of meprobamate as an adjunct to stuttering therapy.** *J. speech hear. Dis.*, 1959, 24, 64-69.—15 stuttering individuals attending the speech and hearing clinic of the Indiana University were studied with meprobamate (miltown) by means of a double blind study. There was no significant difference in tested performance between the experimental groups, nor any significant change in tested performance for the Ss as a whole without regard to groups. Individual clinical judgments indicate there were Ss in both the placebo and the experimental groups who made favorable changes, even though the changes were not reflected in group measures of improvement.—*M. F. Palmer.*

8080. Low, Gordon; Crerar, Mildred, & Lassers, Leon. (San Francisco State Coll.) **Communication centered speech therapy.** *J. speech hear. Dis.*, 1959, 24, 361-368.—Communication centered speech therapy is an eclectic approach combining learning principles and therapy techniques from various fields of human behavior, and is based on the hypothesis that motivation of speech learning is to communicate rather than to imitate.—*M. F. Palmer.*

8081. McIntyre, Barbara M., & McWilliams, Betty Jane. (U. Pittsburgh) **Creative dramatics in speech correction.** *J. speech hear. Dis.*, 1959, 24, 275-279.—Creative dramatics have peripheral value in speech therapy in the development of confidence, in observation of behavior of children under these circumstances, etc.—*M. F. Palmer.*

8082. Mysak, Edward D. (U. Connecticut) **Diagnoses of stuttering as made by adolescent boys and girls.** *J. speech hear. Dis.*, 1959, 24, 29-

33.—Brooklyn Test of Tolerance for Childhood Non-fluency consisting of 34 samples of speech, of 15 seconds durations each, from the spontaneous speech of 4-6-yr.-old normal children, was administered to 37 boys and 29 girls enrolled in a 1st-year English course. The girls ranged in age from 13 to 16, and the boys from 13 to 14. Adolescent girls made significantly more diagnoses of stuttering than adolescent boys. The same test was given to 10 older boys with an age range of 15-17, and there were slightly but not significantly less diagnoses of stuttering than the younger adolescent boys. The earlier findings that college males made significantly more diagnoses of stuttering than college females, seems to infer that the diagnosogenic theory of stuttering can more easily be explained in terms of an actual difference in fluency existing in an atmosphere of high standards of fluency for both sexes.—*M. F. Palmer.*

8083. Mysak, Edward D. (U. Connecticut) **A servo model for speech therapy.** *J. speech hear. Dis.*, 1959, 24, 144-149.—Description of a model of a total communication system for purposes of presenting servo-mechanistically-oriented therapy concepts. The receptor, integrator, and controller units are emphasized, and the article describes such factors as priming, therapeutic error signal, matrix analysis, and the duplication process.—*M. F. Palmer.*

8084. Oyer, Herbert J. (Ohio State U.) **Speech error recognition ability.** *J. speech hear. Dis.*, 1959, 24, 391-394.—2 groups of listeners (20 speech and hearing therapy majors and 20 elementary education majors) made judgments as to the accuracy of production of specified consonants as they were uttered in words spoken by 10 elementary school children with articulatory defects. There is no significant difference in speech error recognition ability between seniors in elementary education and seniors in speech and hearing therapy.—*M. F. Palmer.*

8085. Plotkin, William H. (U. Illinois) **Situational speech therapy for retarded cerebral palsied children.** *J. speech hear. Dis.*, 1959, 24, 16-20.—Description of a program in which a speech therapist arranges and works unobtrusively in the clinic with the speech of this type of cerebral palsied child during all of the kinds of therapies and situations which go on, and with assistance, rather than in directive therapy. Therapists suggest games and other devices to continue to stimulate the speech process throughout the clinic day.—*M. F. Palmer.*

8086. Sander, Eric K. (Western Reserve U.) **Counseling parents of stuttering children.** *J. speech hear. Dis.*, 1959, 24, 262-271.—Outline of a system of counseling parents based on the research and counseling interview techniques of Wendell Johnson.—*M. F. Palmer.*

8087. Shearer, William M. (Northern Illinois U.) **Clinical notes: Cybernetics in the treatment of voice disorders.** *J. speech hear. Dis.*, 1959, 24, 280-282.—Suggestion that a theoretical framework for voice therapy is found in cybernetics, implying that the human voice is self-regulated through stimuli presented in deviation from the habitual voice pattern. By first eliminating the habitual baseline and then encouraging seeking behavior for a new baseline, more effective pitch and quality can be obtained.—*M. F. Palmer.*

8088. Shelton, Ralph L., Jr., Haskins, Richard C., & Bosma, James F. (U. Utah) Tongue thrusting in one of monozygotic twins. *J. speech hear. Dis.*, 1959, 24, 105-117.—Comparison was made of a pair of female monozygotic twins, one of whom presented the syndrome of tongue thrusting, open bite, and articulation defects. Ss were compared by means of speech, psychological, and physical examinations supplemented by radiographic and photographic procedures. The form and function of lips, tongue, and adjacent structures were distorted by moderate motor disability, and this malfunction contributed to the severity of the open bite. Psychological maladjustment was excluded as an etiological factor. A method for evaluation of disorders of the motor function of the oral cavity and pharynx is described.—M. F. Palmer.

8089. Sherman, Dorothy; Spriestersbach, Duane C., & Noll, J. Douglas. (State U. Iowa) Glottal stops in the speech of children with cleft palates. *J. speech hear. Dis.*, 1959, 24, 37-42.—Recorded speech samples, each 30 sec. long, from the speech of 50 cleft palate children and 50 children with functional misarticulations were rated for articulatory defects and conspicuousness of glottal stops by 2 groups of judges (with 35 listeners in each group) on a 7-point, equal-appearing intervals scale. Glottal stops occurred more frequently on the average in the cleft palate groups. Most glottal stops occurred as prevocalic intrusions or substitutions for voiceless consonants. There is considerable overlap of the 2 distributions for both frequency and severity measures of glottal stop between the 2 groups of cases.—M. F. Palmer.

8090. Siegenthaler, Bruce M., & Van Hattum, Rolland J. (Pennsylvania State U.) Characteristics of adult patients enrolled in an intensive speech and hearing therapy program. *Speech Monogr.*, 1959 (Nov), 26, 295-299.—Typically, the 153 patients were 19-20 years old, recent high school graduates, and unmarried. "Among the stutterers and cerebral-palsied patients there were about twice as many males as females, while there was about an equal distribution between the sexes for patients with other types of disorders." Other proportions are presented.—D. Lebo.

8091. Smayling, Lyda M. (Inst. Logopedics, Wichita, Kan.) Analysis of six cases of voluntary mutism. *J. speech hear. Dis.*, 1959, 24, 55-58.—6 cases are presented of voluntary mutism in which it is postulated that the speech defects, while not demonstrably the sole etiological factors, were causally related to the mutism. In each of 5 cases, amelioration of the mutism occurred as the speech therapy program progressed. The very mild articulation defect of the 6th case interfered only slightly with intelligibility. The findings are in disagreement with previous investigators, who concluded that psychotherapeutic treatment was most effective. These studies indicate that speech therapy techniques which do not include psychotherapy or play therapy seem advisable.—M. F. Palmer.

8092. Tufts, LaRene C., & Holliday, Audrey R. (Yakima Public Schools, Wash.) Effectiveness of trained parents as speech therapists. *J. speech hear. Dis.*, 1959, 24, 395-401.—43 preschool children with normal hearing, average intelligence, and nor-

mally functioning peripheral speech mechanisms with functional articulatory defects of moderate severity were split into 3 groups: the 1st group received no speech training, the 2nd group was taught by a speech therapist, the 3rd was taught by parents. Parents of preschool children with articulation errors can be trained over a short period of time to help their children effectively with these problems. Both trained parents and professional speech therapists working with such cases produce a significant reduction in articulation errors, but the 2 groups are not significantly different.—M. F. Palmer.

8093. Van Riper, Charles. (Western Michigan U.) Binaural speech therapy. *J. speech hear. Dis.*, 1959, 24, 62-63.—Description of the use of the binaural technique in various speech disorders.—M. F. Palmer.

8094. Wallen, Vincent. (Boston U.) A Q-technique study of the self-concepts of adolescent stutterers and non-stutterers. *Dissertation Abstr.*, 1960 (Feb), 20, 3392.—Abstract.

8095. Wilson, D. Kenneth; Ginott, Haim G., & Berger, Shirley L. (Child Guidance & Speech Correction Clinic, Jacksonville, Fla.) Clinical notes: Group interview. Initial parental clinic contact. *J. speech hear. Dis.*, 1959, 24, 282-284.—Use of a group of parents for an interview conducted with the speech therapist.—M. F. Palmer.

(See also Abstracts 6749, 6794, 7876, 7963, 8233, 8244, 8247, 8253, 8262, 8266, 8296)

CRIME & DELINQUENCY

8096. Aarons, Z. Alexander. Some problems of delinquency and their treatment by a casework agency. *Soc. Casework*, 1959 (May), 40, 254-262.—A particular kind of casework treatment is required for delinquents because of their unique character structure. 2 factors are seen as characterizing the delinquent: persistence of instinctual drives and lack of sufficient internalized control of these drives. The author answers his own question of "why does a child become a delinquent instead of a neurotic?" by suggesting that the delinquent "externalizes his disturbance instead of internalizing his problem and developing symptoms." The treatment approach advocated is based on the assumption that the basic emotional defect of the delinquent derives from the parent-child relationship and involves "environmental change in terms of the delinquent's relationship to his therapist."—G. Hearn.

8097. Bernberg, Raymond E. (Los Angeles State Coll.) An analysis of the responses of a male prison population to the Edwards Personal Preference Schedule. *J. gen. Psychol.*, 1960 (Apr), 62, 319-324.—The purpose of the study is to compare the results of the Edwards Personal Preference Schedule (EPPS) administered to a male prison population with a normative male population. The Ss used were 117 male inmates who were administered the EPPS. The normative group, with whom comparison is made, are 760 college males with whom the EPPS was standardized. There is a significant mean difference between the groups for 6 of the need variables. The prison group has a greater perceived need than the normative group in these areas: deference, order, abasement, and endurance. The prison

group has a lesser perceived need than the normative group in these areas: exhibition and dominance. An additional analysis was made of the EPPS by comparing an intercorrelation of the 15 need variables obtained from this study to those obtained from college students by Edwards and Allen. There are no blatant reversals in this study as compared to the other studies; however, there does exist in several cases more of a relationship between the variables using prison inmates rather than college students as a basis for analysis. It is recommended that a factor process be attempted to reduce unsystematic variation in sampling results as well as possible reduction in the number of need variables.—*M. Satterfield.*

8098. Blake, Mary E. (United States Dept. Health, Education, & Welfare) **Juvenile delinquency: Facts and facets. Vol. III. Selected, annotated readings on group services in the treatment and control of juvenile delinquency.** Washington, D.C.: United States Children's Bureau, 1960. 17 p. \$.15.—(see 34: 8099) "The readings . . . have been chosen primarily for their potential stimulation and help to practitioners working with groups of delinquents in various settings. . . . There is a rich mine of unpublished reports and manuscripts that have not been included here." There are 4 categories: culture and hostile youth groups, reports and studies on adolescence, work with street clubs and youth gangs, use of group services in institutional treatment programs.—*L. R. Steiner.*

8099. Bordua, David J. (U. Michigan) **Juvenile delinquency: Facts and facets. Vol. II. Sociological theories and their implications for juvenile delinquency: A report of a Children's Bureau conference.** Washington, D.C.: United States Children's Bureau, 1960. 21 p. \$.15.—(see 34: 8100) "Since the field of sociology . . . has been the longest concerned with the group phenomena of delinquent behavior, the Bureau considered it important to obtain a synthesis of current sociological theory in this area." The discussions concern urban, "lower-class" delinquency. They concerned themselves with agreements or disagreements and their implications for delinquency prevention. The conclusions reached are that "these methods, while promising, stand in need of both theoretical and empirical evaluation." Discussion of the role of the family is minimized because "sociologists, in general, have placed less emphasis than psychiatrists on the psychological stresses resulting from early family life."—*L. R. Steiner.*

8100. Bradbury, Dorothy E. (United States Department Health, Education & Welfare) **Juvenile delinquency: Facts and facets. Vol. I. The Children's Bureau and juvenile delinquency: A chronology of what the bureau is doing and has done in this field.** Washington, D.C.: United States Children's Bureau, 1960. 73 p. \$.30.—"Juvenile Delinquency is a complex problem made up of many social and personal factors—a sickness that can be neither prevented nor cured by patent medicines. . . . Service and research must go hand in hand if progress is to be made." The pamphlet contains the most important of the bureau's publications since its inception in 1912, catalogued according to decade and sub-headings. 3 p. appendix.—*L. R. Steiner.*

8101. Burma, John H. (Grinnell Coll.) **Self-tattooing among delinquents: A research note.**

Sociol. soc. Res., 1959(May-Jun), 43, 341-345.—This is a preliminary investigation of the relationship of self-concept to delinquency and to self-tattooing. All 883 Ss were inmates of a training school for delinquent children in New Mexico and Iowa. Interviewers attempted to learn the kind, location and means of tattooing as well as the significance of the tattooing of Ss. 2 of the most important findings were: more than 99% of the tattooing was done by amateurs; the percentage of tattoos among boys was 2 of 3, among girls 1 in 3. Some hypotheses drawn from this study are: (a) more delinquents than non-delinquents tattoo themselves; (b) tattooing is frequently, but not always, a status symbol; (c) a close relationship exists between symbols children draw on their arms and symbols tattooed by delinquents; and (d) with some delinquents tattooing is a partial index of self-concept.—*M. Muth.*

8102. Clements, Sam D. (U. Houston) **The predictive utility of three delinquency proneness measures.** *Dissertation Abstr.*, 1960(Mar), 20, 3827.—Abstract.

8103. Cohen, Leonard Marlin. (Temple U.) **The relationship between certain personality variables and prior occupational stability of prison inmates.** *Dissertation Abstr.*, 1960(Feb), 20, 3375.—Abstract.

8104. Dobbins, D. A., Stockwell, F. E., & Loving, W. S. (Louisiana Dept. Institutions, Baton Rouge) **Individual and social correlates of prison escapes.** *J. consult. Psychol.*, 1960(Feb), 24, 95.—Ss were 200 white male inmates. Half had escaped successfully over a 2-year period. 22 variables were subjected to chi square. Escape is related to certain previous life patterns, if situational factors are held relatively constant.—*A. A. Kramish.*

8105. Dushkind, Donald Stanford. (New York U.) **Relation of status to attitudes and perception of attitudes toward probation: A social psychological study of attitudes, perceptions, and perceptual accuracy of judges, probation officers, and probationers.** *Dissertation Abstr.*, 1960(Apr), 20, 4197.—Abstract.

8106. Goldberg, Harriet L., & Sheridan, William H. (United States Dept. Health, Education, & Welfare) **Juvenile delinquency: Facts and facets. Vol. VI. Family courts: An urgent need.** Washington, D.C.: United States Children's Bureau, 1960. 14 p. \$.15.—(see 34: 8107) "Tens of thousands of cases involving intimate family relationships and problems such as custody, support, and delinquency are being processed by a number of different courts each year. . . . Dispositions are . . . routinely made without drawing upon the contributions of the behavioral sciences. . . . Effective operation of specialized courts means the use of specialized services. . . . The state has a responsibility to protect its citizens, particularly those who cannot protect themselves. . . . Evidence required for a finding of delinquency should meet the test of 'beyond a reasonable doubt' instead of 'a preponderance of evidence.'" The Standard Family Court Act is explained in detail.—*L. R. Steiner.*

8107. Herzog, Elizabeth. (United States Dept. Health, Education, & Welfare) **Juvenile delinquency: Facts and facets. Vol. V. Identifying potential delinquents.** Washington, D.C.: United

States Children's Bureau, 1960. 6 p. \$1.00.—(see 34: 8117) "Certain measures can identify groups of children from whom the majority of future delinquents are likely to come. In doing so, these measures highlight conditions that are damaging to all children. These measures are not capable of identifying individual 'pre-delinquents' within the more vulnerable groups. . . . The claim of 90% accuracy to date is open to serious question, both substantive and statistical." The Glueck Tables, the Kvaraceus KD Proneness Scale, and the MMPI are discussed. "The greatest problem is . . . they over-predict, incorrectly labelling as pre-delinquent many children who do not merit that stigma."—L. R. Steiner.

8108. Kinch, John Willard. (U. Washington) **Certain social-psychological aspects of types of juvenile delinquents.** *Dissertation Abstr.*, 1960 (Jan), 20, 2937-2938.—Abstract.

8109. Kvaraceus, William C. (Boston U.) **The delinquent.** *Rev. educ. Res.*, 1959, 29, 545-552.—The last 6 years have shown significant trends in research on delinquent youth. A steady and marked increase in number of court cases was observed. Delinquencies were more precisely defined and differentiated as to types. Validation of prediction tools and techniques were carried out. Factors generating delinquent behavior in the culture and its subcultures received greater emphasis. The responsibility of the school and its potential for helping the pre-delinquent and delinquent were reviewed and outlined. There are now discernible a number of promising practices aimed to prevent and control norm-violating behavior. 54-item bibliog.—F. Goldsmith.

8110. Kvaraceus, William C., Miller, Walter B., Barron, Milton L., Daniels, Edward M., McLendon, Preston A., & Thompson, Benjamin A. **Delinquent behavior: Culture and the individual.** Washington, D. C.: National Education Association, 1959. 147 p. \$1.25.—A product of the NEA Juvenile Delinquency Project with contributions from the disciplines of cultural anthropology, criminology, sociology, psychology, psychiatry, and pediatrics. An integrated theory of delinquency, based upon cultural and psychodynamic factors, is presented; and popular conceptions, research, and the legal questions involved are examined and discussed.—H. M. Cohen.

8111. McConnell, Shirley. (Temple U.) **A study of segregated behavior-problem children in the Camden public schools.** *Dissertation Abstr.*, 1960 (Feb), 20, 3386-3387.—Abstract.

8112. McCorkle, Lloyd W., Elias, Albert, & Bixby, F. Lovell. (New Jersey Dept. Institutions, Trenton) **The Highfields story: An experimental treatment project for youthful offenders.** New York: Henry Holt, 1958. x, 182 p. \$3.75.—An experiment in the treatment of juvenile delinquents. Highfields is described as "a small residential center, housing twenty boys with a serious delinquency record." The treatment used is "guided group interaction," a form of group psychotherapy with the therapist taking an active role and making value judgments. The major emphasis is upon group development rather than exhaustive historico-reductive techniques. Results are compared with a similar group exposed to reform school treatment. A final

chapter on problems of administration is unique among such reports.—R. W. Deming.

8113. Monahan, Thomas P. (Municipal Court Philadelphia, Pa.) **Broken homes by age of delinquent children.** *J. soc. Psychol.*, 1960 (May), 51, 387-397.—The age of the child at the time of his family's disruption is a crucial matter in his development. Population data are marshalled to show how orphaned children are older than children of socially disrupted families, and how orphanhood has become less frequent and socially broken homes more frequent. Several studies are examined to illustrate how the homes of many delinquent children and law breakers are so often broken, long before they reach the ages of official delinquency. An analysis is made of 24,811 juvenile first offenders arrested or charged with committing delinquent acts in Philadelphia in the years 1949-54, which shows in detail the importance of the variables age, sex, color, and nature of the broken home. Even at the youngest ages delinquents show as high a proportion of broken homes as any other age, but the importance diminishes somewhat with age, and the type of broken home among delinquents also shows changes with age. The findings substantiate the importance to the child of a complete or unbroken family.—Author abstract.

8114. Moore, Bernice Milburn. (U. Texas) **Juvenile delinquency: Research, theory and comment.** Washington, D.C.: Association Supervision & Curriculum Development, 1958. vii, 68 p. \$1.00.—A booklet, directed to school personnel, discussing various approaches to juvenile delinquency. The sometimes questionable statistics and delinquency rates, normalcy vs. pathology, and theories and research are covered with implications and applications for the school setting.—H. M. Cohen.

8115. O'Neil, C. F. (California State Prison, San Quentin) **Intensive casework with captive clients.** *Soc. Casewk.*, 1959 (Nov), 40, 486-491.—A report of the work of the Intensive Treatment Unit at San Quentin which is testing the general hypothesis that prison inmates who receive intensive casework services will make a better parole adjustment than will those who do not receive such treatment. The report is of impressions and observations rather than statistical findings. Cases are cited which show that the problems of the men include emotional dependency, feelings of inadequacy, basic lack of trust, psychosexual conflicts, authority problems, schizoid patterns, and antisocial identifications. The examples cited suggest that the criminals' actions which may look "brave" and "bold" are a cloak to hide a sense of inadequacy. Basic casework principles of treatment appear applicable to this group of clients. "There is evidence that a helping relationship can be established with prisoners but it is too early to report on the effectiveness of casework treatment in modifying these severe psychological disorders."—G. Hearn.

8116. Pantan, James H. (North Carolina Central Prison, Raleigh) **MMPI code configurations as related to measures of intelligence among a state prison population.** *J. soc. Psychol.*, 1960 (May), 51, 403-407.—The coded MMPI profiles of 1078 prisoners were sorted into IQ classification groups in accordance with their scores on the Revised Beta Examination. 6 of the diagnostic scales shifted sig-

nificantly in code rank with increase in IQ. The profiles of the 2 most intelligent groups were indicative of behavioral characteristics associated with the character disorders; whereas the profiles of the average and below average IQ groups were found to be dominated by configurations usually associated with indices of neuroticism and anxiety. The probability of receiving benefit from psychotherapy appeared greater among the lower IQ groups due to the dominance in their group profiles of those scales that have been found more susceptible to change as a result of therapy. Intellectually superior persons tend toward greater degrees of feminine interest.—Author abstract.

8117. Perlman, I. Richard. (Dept. Health, Education & Welfare) **Juvenile delinquency: Facts and facets. Vol. IV. Delinquency prevention: The size of the problem.** Washington, D.C.: United States Children's Bureau, 1960. 9 p.—(see 34: 8098) "The extent and nature of that ill-defined complex, juvenile delinquency, defy precise definition . . . a clear-cut determination of the exact nature of delinquency seems impossible. . . . The limited statistics which are available are sufficient to paint a gloomy picture about the size of the delinquency problem and about its seriousness for the future. . . . Research on a much grander scale is necessary. . . . More and better research is needed to test hypotheses concerning causal factors, to evaluate current programs of prevention and treatment, and to try out and evaluate new methods."—L. R. Steiner.

8118. Sharp, William Harry. (Ohio State U.) **An investigation of certain aspects of the interaction between a group of delinquent boys and their mother-figures.** *Dissertation Abstr.*, 1959 (Dec), 20, 2391.—Abstract.

8119. Wolk, Robert L. (Yeshiva U.) **A psychological differentiation of antisocial offenders.** *Dissertation Abstr.*, 1959 (Dec), 20, 2393.—Abstract.

8120. Wootton, Barbara. **Social science and social pathology.** New York: Macmillan, 1959. 400 p. \$6.00.—Part I consists of a review of contemporary facts and research findings of social pathology, with emphasis on criminalism in Great Britain and the United States. Part II examines the social implications of psychiatry to social pathology, including concepts of mental health and disease, moral responsibility, and social work attitudes. Part III is a summary, discussing particularly changes in attitudes about criminal causation, the present attention on individuals rather than on social causes and the influence of psychiatric thinking on sociology and the courts.—R. J. Corsini.

8121. Zeegers, M. **L'escroc dans sa relation avec la réalité.** [The swindler in his relationship with reality.] *Evolut. psychiat.*, 1959, No. 3, 437-454.—The pathology of the swindler is presented in illustrations which run the gamut from Blaise Pascal on thoughts, Kirkegaard on time concept, and Sartre's existentialism. Among identifying symptoms are excessive imagination and projection of the self to the point where fantasy and reality become blurred. Furthermore, the swindler not only lies to others, but to himself as well. His relations with reality and others are characterized as light and fleeting. 22-item bibliog.—L. A. Ostlund.

PSYCHOSES

8122. Arieti, Silvano. **Recent conceptions and misconceptions of schizophrenia.** *Amer. J. Psychother.*, 1960 (Jan), 14, 3-29.—Theories concerning the general concept and delimitation of schizophrenia are discussed, including specific psychologic theories, such as Bateson's double-blind theory (see 31: 8456) and Szasz's theory of deficiency of objects (see 32: 3498). The main part of the paper presents the existentialist approach to schizophrenia. Discussion section contains comments of 2 discussants.—L. N. Solomon.

8123. Auerback, Alfred. (Ed.) (U. California School Medicine) **Schizophrenia: An integrated approach.** New York: Ronald, 1959. viii, 216 p. \$5.50.—This is a collection of papers read at the Hawaiian division meeting of the American Psychiatric Association in May 1958. "What Is Schizophrenia?" (Karl M. Bowman) is a discussion of the clinical diagnosis of schizophrenia, and of the "nature of the disease." "Neurophysical Contributions to the Understanding of Schizophrenia" (Frederic G. Worden) discusses Russian research using the Pavlovian orientation. "The Body Image in the Schizophrenic Reaction" (Lawrence Kolb) discusses various theories for the development of the body image in schizophrenics. "Contribution of Linguistic-Kinesic Studies to the Understanding of Schizophrenia" (Ray Birdwhistell) shows that advances in the study of linguistics and kinesics provide better tools for verification of methods, concepts, and experiments for better understanding the communication patterns in the group of schizophrenics. "Cultural Problems Posed by a Study of the Schizophrenic Process" (Gregory Bateson) discusses formulations and observations relating to the schizophrenic and his family. "Family Relationship in Schizophrenia" (Murray Bowen) describes a new approach to the therapy of schizophrenic patients with their families both in a hospital setting and in an out-patient setting. "Somatotherapies in Schizophrenia—1958" (Lester Margolis) discusses observations made about the present use of somatotherapies and the benefits and problems of pharmacotherapy, with some helpful hints for more effective use of drugs in psychiatric patients. "Psychotherapy with Schizophrenics" (Jurgen Ruesch) suggests special techniques for the psychotherapeutic handling of special problems presented by the schizophrenic patient. "Recent Biochemical Investigations in Schizophrenia" (C. H. Branch) is also included.—G. L. Moran.

8124. Bahn, Anita K. (National Inst. Mental Health, Bethesda, Md.) **The development of an effective statistical system in mental illness.** *Amer. J. Psychiat.*, 1960 (Mar), 116, 798-800.—Some of the problems in connection with the obtainment of an accurate nose count of the mentally ill in Maryland and their gradual resolution are discussed.—N. H. Pronko.

8125. Barande, I. **Le problème de la paranoïa.** [The problem of paranoia.] *Encephale*, 1959, 48, 255-278.—The notion of paranoia is traced from Kraepelin to the present. Kraepelin's evolutive criteria would not allow definitive distinction from the schizophrenias. The question of "paranoid constitution" or of predispositions was argued, but little light could be shed from endocrinology or genetics.

Psychoanalysis brought a new understanding of paranoia as a mode of projective defense. This new perspective has completely changed our relation to the paranoid patient and has opened the possibility of psychotherapy.—*W. W. Meissner.*

8126. Barsa, Joseph A., & Saunders, John C. Deanol (deaner) in the treatment of schizophrenia. *Amer. J. Psychiat.*, 1959 (Sep), 116, 255-256.—*N. H. Pronko.*

8127. Barthelemy, Leo H. (Seton Psychiatric Inst., Baltimore, Md.) The structure and function of the predominating symptom in some borderline cases. *Amer. J. Psychiat.*, 1960 (Mar), 116, 825-827.—2 case histories are presented to show how the predominating symptoms functioned in a defensive way to protect the patients concerned from more serious developments of their psychoses.—*N. H. Pronko.*

8128. Basham, Jack. (U. Kentucky) An investigation of the role of the group therapist as a determiner of the verbal behavior of schizophrenic patients. *Dissertation Abstr.*, 1960 (Mar), 20, 3825.—Abstract.

8129. Berger, Andrew. (U. Missouri) Inconsistency of attitudes in the formation of schizophrenia. *Dissertation Abstr.*, 1960 (Jan), 20, 2897-2898.—Abstract.

8130. Bessell, H., & Mazzanti, V. E. Diagnosis of ambulatory schizophrenia: A case study. *Psychiat. Quart.*, 1959, 33, 429-436.—Ambulatory schizophrenics may cover up their true pathology for years unless the condition is specifically looked for. Treatment for hypochondriacal neurosis and that for ambulatory schizophrenia are vastly different. After the patient had been in correct treatment for a year, he no longer had to go to other medical clinics for hypochondriacal complaints.—*D. Prager.*

8131. Binswanger, Ludwig. Symptom and time: A casuistic contribution. *Existential Inq.*, 1960 (Feb), 1(2), 14-18.—A brief description and discussion is offered of the case of a woman, diagnosed as "a polymorphous form of simple schizophrenia," whose existence was characterized by 2 temporal modes: one fast, clear, and reckless; the other slow, deliberate, and responsible. The lack of synchronization between these 2 "speeds" represented the "falling apart of the world" in which she lived and was symptomatically evident as a kind of eccentric unpredictability.—*J. Lyons.*

8132. Bion, W. R. Attacks on linking. *Int. J. Psycho-Anal.*, 1959, 40, 308-315.—In some prepsychotic states the individual has an "internal object" which hates emotion, especially because emotion links the individual to reality and external objects (both of which constitute threats to the narcissistic trends of the disturbed person). This kind of person is apt to overemphasize logical (i.e., mathematical) and lifeless relationships as against emotional and meaningful ones.—*C. Elias.*

8133. Bogoch, Samuel. (Massachusetts Mental Health Center, Boston) Studies on the neurochemistry of schizophrenic and affective disorders. *Amer. J. Psychiat.*, 1960 (Feb), 116, 743-744.—*N. H. Pronko.*

8134. Bricklin, Barry. (Temple U.) The prediction of long term follow-up conditions of

schizophrenic patients by means of the Rorschach test. *Dissertation Abstr.*, 1960 (Feb), 20, 3373-3374.—Abstract.

8135. Brooke, Eileen M. Mental health and the population. *Eugen. Rev.*, 1960 (Jan), 51, 209-215.—First admission rates to hospitals are higher for single than for married persons, increase with increasing age of patient, and are not confined to any particular social class—especially so in schizophrenia. New drugs, changes in hospital atmospheres and attitudes toward patients, and other environmental modifications all help in rehabilitation and in turn point to further control of the disease.—*G. C. Schwesinger.*

8136. Cavanaugh, D. K., Cohen, W., & Lang, P. J. (U. Buffalo) The effect of "social censure" and "social approval" on the psychomotor performance of schizophrenics. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 213-218.—A study in the tradition of demonstrating the modifiability of the behavior of schizophrenics through information feedback, e.g., rewards, punishment, or information re quality of his performance. Schizophrenics were either told nothing about their performance, i.e., reaction time (control); told they were doing poorly (verbal censure); presented with a tone indicating slowness (neutral censure); or were given approval. The patients profited (reaction times increased) from the informational feedback under both conditions of censure, significantly more than with no or "approval" feedback. Results were compared with previous findings. 15 refs.—*G. Frank.*

8137. Christensen, Carl W. (Northwestern U. School Medicine) The occurrence of mental illness in the ministry: Family origins. *J. pastoral Care*, 1960, 14, 13-20.—Based primarily on clinical material it is concluded that "family environment affects the development of the personality and is a factor influencing the choice of religious work as a profession." With this fact established, future research on the role of mental illness as it is found in those who work in the field of religion is planned.—*O. Strunk, Jr.*

8138. Cogswell, John Fitzhugh. (Pennsylvania State U.) The effects of prochlorperazine (compazine) on delusional behavior. *Dissertation Abstr.*, 1960 (Feb), 20, 3374-3375.—Abstract.

8139. Cossa, Paul. (Service Neurologie Hôpitalux Nice, France) Approches pathogéniques des troubles mentaux. [Pathogenic approaches to mental disorders.] Paris, France: Masson & Cie, 1959. 155 p. NF 16.—Various organic and psychological theories of mental disorders are critically reviewed, after which 6 principles for a psychogenetic theory of neurosis are submitted: (a) instinctual basis of behavior; (b) the dynamic unconscious; (c) the unconscious has several energetic sources; (d) conflict is present from early childhood; (e) conflict with the environment is engendered by an innate conscience; (f) while the moral dictate is constant, the criteria of moral judgment vary with experience; (g) during childhood, parent figures create conflict; (h) most childhood conflicts are self-liquidating; (i) new possibilities for conflict can be found after adolescence. These principles lead to a recognition of 4 types of neurosis, followed by a discussion of the pathogenesis of hallucinations and deliria.—*P. W. Pruyser.*

8140. Dunham, Richard Marshall. (Duke U.) **Sensitivity of schizophrenics to parental censure.** *Dissertation Abstr.*, 1960 (Mar), 20, 3828.—Abstract.

8141. Elksch, P., & Mahler, M. S. **On infantile precursors of the "influencing machine" (Tausk).** *Psychoanal. Stud. Child.*, 1959, 14, 219-235.—These infantile precursors are based upon delibidinization of the body image and total introjection of the mother and withdrawal of libido from the mother and from the rest of the world. The result is a narcissistic state with a fragmented ego with blurred self-boundaries, failure of integration and of synthesis, and failure of repression. Dedifferentiation with massive denial of percepts replaces other defenses. Aggression-saturated inner percepts which undergo deanimation and mechanization gain ascendancy. All objects in the psychotic child's reality take on the same machine-like quality as his own body image. In the adult the hallucinated outside machine influences the self whereas in the child psychotic the influencing quality still manifestly pertains to his own self-representation and is then secondarily projected to the outer world.—D. Prager.

8142. Feldstein, Aaron; Freeman, Harry; Hope, Justin M., Dibner, Iris M., & Hoagland, Hudson. **The administration of BAS, 5-HTP, and mersilid to schizophrenic patients.** *Amer. J. Psychiat.*, 1959 (Sep), 116, 219-221.—"The administration to 5 chronic schizophrenic patients of BAS alone, of BAS and 5-HTP combined, and of BAS and 5-HTP in conjunction with Mersilid was not therapeutically useful. The fact that the patients did not react to the presumed increase in brain serotonin casts doubt upon the hypothesis that too little or too much serotonin is causally related to schizophrenia. BAS appears to be a monamine oxidase inhibitor. The conversion of 5-HTP to 5-HIAA was thus prevented resulting in an accumulation of serotonin in urine."—N. H. Pronko.

8143. Ferreira, A. J. **Psychotherapy with severely regressed schizophrenics.** *Psychiat. Quart.*, 1959 (Oct), 33, 664-682.—2 cases of chronic catatonic schizophrenics are reported. The dynamic forces are parts of a psychotherapeutic Gestalt. The therapist resembles an all-giving anxiety-free omnipotent mother who rears the patient from the childlike world of psychosis into reality.—D. Prager.

8144. Frago, Mendes, J. M., & Lopez do Rosario, J. A. (Faculté Médecine, Lisbon, Portugal) **Signification et importance de la sérotonine en psychiatrie.** [The significance and importance of serotonin in psychiatry.] *Encephale*, 1959, 48, 501-509.—Comparative study of differences in the urinary secretion of 5 hydroxy-indole-acetic acid in healthy (30 cases) and mentally disturbed (43 cases) persons shows no significant differences. This indicates that possible correlations between serotonin levels and psychosis cannot be affirmed with certainty.—W. W. Meissner.

8145. Freeman, D. **Rehabilitation of the mentally ill aging.** *Soc. Wk.*, 1959 (Oct), 4(4), 65-71.—Describes the program conducted at Metropolitan State Hospital, Norwalk, California, to rehabilitate 50% of its aged patients by leading them to non-hospital living. By enlisting group and individual motivation, using the resources of the hospital and of the community, and developing outside family

caretaker services, it was possible to return many patients to the community.—G. Elias.

8146. Freyhan, Fritz A. (U. Pennsylvania) **Schizophrenic families: Potential effects of modern treatment methods.** *Eugen. Quart.*, 1959 (Dec), 6, 225-239.—The nature and origin of schizophrenia is highly complex, and individualization of treatment should be the guiding principle in therapy. The schizophrenic of today appears more sociable than the withdrawn and secluded patient of yesterday, which may be a therapeutic achievement or a genetic liability.—G. C. Schwesinger.

8147. Funk, I. C. **Treatment and management of chronic psychotic patients in a general medical hospital.** *Psychiat. Quart.*, 1959, 33, 525-533.—To undo the regression and apathy of the chronic mental patient, a general medical hospital appears to be a very satisfactory place.—D. Prager.

8148. Goodrick, Brenda Katz. (Washington U.) **Intraindividual variability in the schizophrenic psychoses.** *Dissertation Abstr.*, 1960 (Mar), 20, 3830-3831.—Abstract.

8149. Greenblatt, Milton. (Harvard Medical School) **Relation between history, personality and family pattern and behavioral response after frontal lobe surgery.** *Amer. J. Psychiat.*, 1959 (Sep), 116, 193-202.—A series of 181 patients was followed up from 1 to 4 years following lobotomy. Analysis was made of 30 traits before and after operation. Results showed that postoperative changes could move in either a favorable or unfavorable direction. Prediction of good outcome was related to "rapid onset, high tension, insight present, hallucinations absent, verbalness and friendliness, and, finally, a diagnosis of psychoneurosis rather than schizophrenia."—N. H. Pronko.

8150. Guiraud, P., & Rouault de la Vigne, A. **Maladie de Hallervorden-Spatz, maladie de Friedreich, et troubles mentaux: Cachexie nerveuse progressive.** [Hallervorden-Spatz disease, Friedreich's disease, and mental illness: Progressive nervous cachexia.] *Encephale*, 1959, 48, 217-234.—The case history is reported of a young boy in whom these symptom complexes were united. Symptoms first appeared about the age of 10 and progressed until death at age 23. The hypothesis of undiagnosed infantile disease of exogenous origin is rejected. Clinical deterioration paralleled anatomic degeneration. Frequent association of the Friedreich syndrome with oligophrenia suggests a genetic hypothesis. 44 refs.—W. W. Meissner.

8151. Gwaitney, Henry Oliver, Jr. (U. Missouri) **Reference group identification as a variable in convalescence and chronicity of mental hospital patients.** *Dissertation Abstr.*, 1960 (Mar), 20, 3831.—Abstract.

8152. Hagen, James Marshall. (State Coll. Washington) **The conditioning of verbal affect responses in two hospitalized schizophrenic diagnostic groups during the clinical interview.** *Dissertation Abstr.*, 1960 (Jan), 20, 2903.—Abstract.

8153. Handlon, Joseph H. (Public Health Service, Bethesda, Md.) **A metatheoretical view of assumptions regarding the etiology of schizophrenia: Implications for research.** *AMA Arch. gen. Psychiat.*, 1960 (Jan), 2, 53-70.—L. A. Pennington.

8154. Hankoff, Leon D., Engelhardt, David M., & Freedman, Norbert. Placebo response in schizophrenic outpatients. *AMA Arch. gen. Psychiat.*, 1960 (Jan), 2, 43-52.—The responses of 103 chronic patients indicated a relationship to "a matrix of factors both antecedent to and resulting from treatment." The placebo response is a "nonverbal communication between doctor and patient in a specific treatment setting, the affective response to therapy being displaced to the concrete pill." A positive response was reported in 42 cases; a negative one in 20.—L. A. Pennington.

8155. Harris, Arthur, & Metcalfe, Maryse. (U. London, England) Slowness in schizophrenia. *J. Neurol. Neurosurg. Psychiat.*, 1959 (Aug), 22, 239-242.—"The influence of various factors on the mental speed of a group of schizophrenic patients was investigated by means of the Nuffern speed test. Longer duration of illness was associated with slower performance on the unstressed portion of the test, this being more definite in the case of those patients who also showed inappropriate affect. Patients who had had physical treatment tended to be slower on the unstressed portion of the test and those whose illness had a favourable outcome tended to be faster than the others. A significant relationship appeared between low stress-gain score and favourable social outcome. No satisfactory formula for predicting outcome on the basis of this test could be devised. An effort to correlate speed with disease and recovery failed because of the difficulty of finding patients who had gone through their illness without receiving physical treatment, since this latter formed a complicating factor which could not be allowed for." 9 tables.—M. L. Simmel.

8156. Heilbrun, Alfred B., Jr. (State U. Iowa) Perception of maternal child rearing attitudes in schizophrenics. *J. consult. Psychol.*, 1960 (Apr), 24, 169-173.—An objective comparison was made of schizophrenic perceptions of mothers' child rearing attitudes with normals. Schizophrenic daughters showed more variant child rearing practices than normals. A major difficulty in mother-schizophrenic daughter relationship is the perception of "authoritarian-control" tendencies of the mother. 15 refs.—A. A. Kramish.

8157. Herbert, P. S., Jr. Creativity and mental illness. *Psychiat. Quart.*, 1959, 33, 534-547.—6 artistically creative patients admitted to New York State Hospital between 1928 and 1935 were studied. There was a high degree of neurosis and psychosis but no creativity in parents and siblings of these patients. There were frequently childhood neurotic traits, loneliness, isolation, timidity, and passivity. Typical adult problems centered around inordinate dependency, sex, and inability to handle hostility. Failure of creative capacity was not the cause of the illness. Creative capacity was the last to go before illness and the first to return later. 3 case histories were presented to illustrate the above.—D. Prager.

8158. Jackson, Don D. (Ed.) (Stanford U.) The etiology of schizophrenia. New York: Basic Books, 1960. 456 p. \$7.50.—Different research approaches to schizophrenia have evolved conflicting etiological theories, variously emphasizing genetic, biochemical, physiological, and psychological aspects, all reviewed in this volume. Included are considera-

tions of prenatal environment (L. W. Sontag), psychological studies (C. L. Winder), anxiety and perception (P. McReynolds), social relations (J. A. Clausen & M. L. Kohn), and family roles (T. Lidz, S. Fleck, M. Bowen, & J. H. Weakland). M. J. Boatman and S. A. Szurek report a clinical study of childhood schizophrenia. In an introductory overview, D. D. Jackson discusses convergent approaches and theoretical implications.—H. P. David.

8159. Jernigan, Austin Jack. (U. Kentucky) A Rorschach study of normal and psychotic subjects in a situation of stress. *Dissertation Abstr.*, 1960 (Mar), 20, 3833.—Abstract.

8160. Kaufman, I. Relationship between therapy of children and superego development. *J. Amer. Psychoanal. Ass.*, 1960, 8, 130-140.—Schizophrenic children express their anxiety in terms of world-destruction fantasies involving the threat of their ego collapsing and of being overwhelmed by primary anxiety. There is a frantic plea to the therapist to deal directly with their pervasive anxiety. They show the most primitive precursors to superego development. The schizophrenic group shows object relations of the merged nondifferentiated identity of the oral stage. The delinquent children belong to the preoedipal, prephallic-urethral stage and regard injuries as results of having been torn away from the parent. The delinquency includes a sadomasochistic orientation associated with the hurt of object loss. The delinquent behavior protects the child from awareness of underlying depression. In the neurotic child the sources of anxiety are considered in terms of the unresolved oedipal conflict with its associated castration anxiety and with the superego now present as a meaningful component of the psychic structure.—D. Prager.

8161. Kaufman, Irving; Frank, Thomas; Heims, Lora; Herrick, Joan; Reiser, David, & Willer, Lee. (Judge Baker Guidance Center, Boston, Mass.) Treatment implications of a new classification of parents of schizophrenic children. *Amer. J. Psychiat.*, 1960 (Apr), 116, 920-924.—An analysis of the personalities and psychogenic factors observed in the families of schizophrenic children is reported for 40 parents of outpatient and 40 parents of inpatient state hospital schizophrenic children. There were proportionately more pseudoneurotic and somatic types of parents in the outpatient clinic and predominant pseudodelinquent and psychotic types in the inpatient setting. The differential treatment and management techniques involved in each of the types are discussed.—N. H. Pronko.

8162. Kreinik, Phyllis S. (Duke U.) Parent-child themes and concept attainment in schizophrenia. *Dissertation Abstr.*, 1960 (Mar), 20, 3835.—Abstract.

8163. Lifshitz, Kenneth. (Rockland State Hosp., Orangeburg, N.Y.) Problems in the quantitative evaluation of patients with psychoses of the senium. *J. Psychol.*, 1960 (Apr), 49, 295-303.—Many of the available psychological tests present problems in their administration to a severely deteriorated population such as the hospitalized senile psychotics. A test (the Mental Status Check List) based on a scored, partial mental status examination is presented. It has the advantage of being brief, 10-15 minutes for administration, and being struc-

tured in such a way as to test varied aspects of functioning in a manner which permits the examiner to adjust to the eccentricities of the patient. The correlation between the Mental Status Check List and the sum of the age scaled scores on 5 of the WAIS subtests was .82, with a N of 78. After a 6-month lapse of time the MSCL correlated with itself .94, and the 5 WAIS subtests gave a correlation with themselves of .81.—Author abstract.

8164. Lovegrove, T. D. (U. Western Ontario, Canada) Derrick, J. B., Hobbs, G. E., Metcalfe, E. V., & Stevenson, J. A. F. The excretion of urinary phosphate in schizophrenia. *J. nerv. ment. Dis.*, 1960 (Feb), 130, 141-145.—N. H. Pronko.

8165. Lyons, Joseph. (VA Hosp., Lexington, Ky.) An interview with a mute catatonic. *J. abnorm. soc. Psychol.*, 1960 (Mar), 60, 271-277.—A verbatim account of an interview with a previously mute catatonic while the patient was under the effects of sodium amytal. Interpretation of the fact of the patient's ability to speak in this condition, as well as the content of what was said, is offered. The phenomenon is related to a possible understanding of the schizophrenic illness, at least of catatonia.—G. Frank.

8166. McConaghy, N. (St. Ebba's Hosp., Epsom, England) The use of an object sorting test in elucidating the hereditary factor in schizophrenia. *J. Neurol. Neurosurg. Psychiat.*, 1959 (Aug), 22, 243-246.—Goldstein's object sorting test, as modified by Rapaport and Lovibond, was given to 20 parents of schizophrenic hospitalized patients who had shown "thought disorder" on this test. Control groups were used in place of Lovibond's original 45 normal adult Ss supplemented by a group of 20 randomly selected medical patients above age 39 years. "A significant number of parents of schizophrenics with 'thought disorder' were found to obtain scores different from those of control normals but similar to those found in schizophrenic patients. It is suggested that this test may provide an objective means of estimating the presence of 'schizoid' features in the relatives of schizophrenics, and thus aid in the elucidation of the hereditary factors in schizophrenia."—M. L. Simmel.

8167. McDonough, Joseph M. (Michigan State U.) Critical flicker frequency and the spiral aftereffect with process and reactive schizophrenics. *J. consult. Psychol.*, 1960 (Apr), 24, 150-155.—80 hospitalized male veterans were studied to investigate possible organic involvement, particularly of a cortical nature, in process schizophrenia. Organic Ss were significantly different in threshold and ability to perceive spiral aftereffect. Process and reactive schizophrenics showed no differences on specific tasks. Process schizophrenia does not appear to be related to cortical defects. 24 refs.—A. A. Kramish.

8168. McDonough, Joseph Manning. (Michigan State U.) Perceptual indices of organicity as related to process and reactive schizophrenia. *Dissertation Abstr.*, 1960 (Feb), 20, 3387.—Abstract.

8169. Marrazzi, Amedeo S. (VA Research Lab. Neuropsychiatry, Pittsburgh, Pa.) The action of psychotogens and a neurophysiological theory of hallucination. *Amer. J. Psychiat.*, 1960 (Apr), 116, 911-914.—Possible neurophysiological mechanisms of hallucinations are postulated and applied to a promis-

ing technique for screening individuals of low hallucination thresholds and in determining psychotic status and its response to therapy.—N. H. Pronko.

8170. Mason, Aaron S., Tarpy, Eleanor K., Sherman, Lewis J., & Haeffner, Don P. (VA Hosp., Brockton, Mass.) Discharges from a mental hospital in relation to social class and other variables. *AMA Arch. gen. Psychiat.*, 1960 (Jan), 2, 11-16.—Study of 1268 patients indicated "diagnosis and marital status, themselves associated with social class, were the variables that showed a direct relationship with length of stay" in a mental hospital.—L. A. Pennington.

8171. Mattussek, Paul. Der schizophrene Autismus in der Sicht eines Kranken. [Schizophrenic autism as seen by a patient.] *Psyche, Stutt.*, 1960 (Feb), 13, 641-666.—A fictional self-representation by a patient is studied for the light it throws on the schizophrenic way of experiencing relationships with others. This appears to be based on an exaggerated emphasis on the feelings of attraction and repulsion in relationships.—E. W. Eng.

8172. Mensh, Ivan Norman. (U. California, Los Angeles) Psychiatric diagnosis in the institutionalized aged. *Geriatrics*, 1959 (Aug), 14, 511-517.—Summary information on 524 patients in a hospital for the indigent aged is presented. Senile dementia and cerebral arteriosclerosis were associated with older patients. Schizophrenia, mental retardation, and CNS syphilis were associated with longer periods of hospitalization. Some significant sex differences were found.—D. T. Herman.

8173. O'Connor, N., & Das, J. P. (Inst. Psychiatry, London, England) Liability in schizophrenia. *Brit. J. Psychol.*, 1959 (Nov), 50, 333-337.—Paranoid and nonparanoid schizophrenics and a normal control group, all matched for age, were compared on 3 measures of liability during 2 verbal conditioning situations in which the stimulus was either a red light or the spoken word "light." Liability was measured in terms of conditioning/extinction trials, of latencies before and after extinction, and of "response pressure" before and after extinction. Irrespective of diagnostic grouping, extinction was achieved much more readily with the visual signal than with the verbal signal, a result apparently at variance with that predicted on the basis of Pavlovian theory.—C. M. Franks.

8174. Olson, Norman. (Temple U.) An investigation of orality among schizophrenics, psychoneurotics, and normals. *Dissertation Abstr.*, 1960 (Feb), 20, 3348.—Abstract.

8175. Opler, M. K. Cultural perspectives in research on schizophrenia: A history with examples. *Psychiat. Quart.*, 1959, 33, 506-524.—40 Irish and 37 Italian male hospitalized schizophrenics and 60 in a matched control group. 2 separate kinds of mental illness emerge which can be correlated by the social psychiatrist and anthropologist with the distinctive ethnocultural differences between the Italians and the Irish.—D. Prager.

8176. Oppenheim, Henry. (U. Kentucky) A study of perceptual discrimination in schizophrenics and normals. *Dissertation Abstr.*, 1960 (Mar), 20, 3840-3841.—Abstract.

8177. Plaut, A. A case of tricksterism illustrating ego defenses. *J. anal. Psychol.*, 1959 (Jan), 4, 35-54.—A case report and theoretical discussion of a partial analysis of a borderline schizophrenic whose desire for "wholeness" which, because of the separation of "ego elements . . . can only refer to zonal experiences . . . could be looked upon as the forerunner of later manifestations of the archetype of the self in the form of structural—or human—images, e.g. mandala or Christ." The somatic localization of ego "fragments" separated from the "central ego nucleus" which may be termed ego-weakness raises the problem of ego genesis and development. The "central ego nucleus" under control of the "oral and anal ego components," manages to survive as it amalgamates with archetypal contents, particularly the shadow . . . via 'projective identification.' The process of individuation proceeding from "shadow, to anima or animus, to mana figures, and finally to the self . . . assumes the presence of a well-established ego." This order is seen to be reversed in those with a "defective ego structure." 21 refs.—H. J. Buhler, Jr.

8178. Rafi, A. A. Motor performance of certain categories of mental patients. *Percept. mot. Skills*, 1960 (Feb), 10, 39-42.—Five motor tests [dotting, hand steadiness using a ring, Whipple's test, maze tracing, and tapping] were given for 2 min. each to three groups of 50 patients (mild schizophrenics, chronic schizophrenics, and non-schizophrenics) and 50 normal controls. Groups were divided equally as to sex. Normals made significantly fewer errors than the other groups. Chronic schizophrenics performed worse than the two other abnormal groups.—C. H. Ammons.

8179. Roehl, Clemens Allen. (U. Minnesota) The effects of frustration on the amplitude of a simple motor response. *Dissertation Abstr.*, 1960 (Apr), 20, 4188.—Abstract.

8180. Salzinger, Kurt, & Pisoni, Stephanie. (Columbia U.) Reinforcement of verbal affect response of normal subjects during the interview. *J. abnorm. soc. Psychol.*, 1960 (Jan), 60, 127-130.—"Twenty-six normal individuals, hospitalized for a variety of physical complaints, were interviewed for a period of 30 minutes. Each interview consisted of a 10-minute operant level period, during which E asked questions necessary to maintain S's talk but did not otherwise respond to S's speech; 10 minutes of conditioning, during which E reinforced by agreement all self-referred affect statements; and 10 minutes of extinction, during which E withheld all reinforcement. Conditioning of the verbal response class of self-referred affect statements occurred, and normal Ss showed greater resistance to extinction than did schizophrenics."—Author abstract.

8181. Searles, Harold F. Integration and differentiation in schizophrenia. *Brit. J. med. Psychol.*, 1959, 32, 261-281.—A "survey of some of the aetiological factors at the basis of the schizophrenic's impairment of integration-and-differentiation, some of the manifestations of this impairment as shown in his ward-group relatedness and in the patient-therapist relationship, and in both these contexts I shall examine certain therapeutic measures, with particular reference to the ways in which they foster the resolu-

tion of this schizophrenic impairment."—C. L. Winder.

8182. Seth, George, & Beloff, Halla. Language impairment in a group of schizophrenics. *Brit. J. med. Psychol.*, 1959, 32, 288-293.—10 male and 10 female schizophrenics were matched with tuberculosis hospital controls on sex, age, education, occupation, length of hospitalization, and Wechsler-Bellevue vocabulary raw score. Schizophrenics were inferior on the W-B Verbal IQ and on the word association, synonym, sentence construction, similarities, and analogies sections of the Moran test. "The lack of strikingly bizarre responses and the pattern of small but consistent decrement in scores" were noted.—C. L. Winder.

8183. Slepian, Howard Joseph. (Clark U.) A developmental study of inner vs. external speech in normals and schizophrenics. *Dissertation Abstr.*, 1960 (Jan), 20, 2909-2910.—Abstract.

8184. Thomes, Mary Margaret. (U. Southern California) Parents of schizophrenic and normal children: A comparison of parental attitudes, marital adjustment, role behavior, and interaction. *Dissertation Abstr.*, 1959 (Dec), 20, 2413.—Abstract.

8185. Van Dusen, Wilson. A central dynamism in chronic schizophrenia. *Psychoanal. psychoanal. Rev.*, 1959, 46(4), 85-91.—Using a phenomenological approach to chronic schizophrenia, one discovers that they have developed stereotyped, symptomatic ways of fighting off blankness or nothingness. When they explore the blankness, the symptoms tend to disappear. Older theories of Freud and Rank are partially confirmed.—D. Prager.

8186. Venables, P. H. (Inst. Psychiatry, London, England) Periodicity in reaction time. *Brit. J. Psychol.*, 1960 (Feb), 51, 37-43.—The RT of 6 normal and 6 schizophrenic Ss were compared by making all Ss repeatedly operate a voice key in response to a visual stimulus. The RT distribution of the 2 groups were multimodal with peaks in general 0.1 sec. apart. These results are discussed in terms of a cortico-thalamic reverberatory mechanism and related to other pertinent studies.—C. M. Franks.

8187. Voldet, G., Scheidegger, P., & Garrone, G. (Policlinique U. Médecine, Genève, Switzerland) Modifications des protides et des lipides sériques dans les syndromes mélancoliques. [Modification of serum proteins and lipids in melancholic syndromes.] *Encephale*, 1959, 48, 510-520.—Study of serum from 29 cases permit the following conclusions: (a) 42.3% show a lipoprotein imbalance detectable by Sandor's reticuloendothelial test, similar imbalance is found in 87.5% of cases with severe symptoms, (b) there is no preferential augmentation of any globulin fraction, (c) cholesterolemia is increased in about 60% of the cases, and (d) the level of gamma-globulin is nearly always low.—W. W. Meissner.

8188. Waller, Patricia F. (U. North Carolina) A comparison of shading responses obtained with two Rorschach methodologies from psychiatric and nonpsychiatric subjects. *J. consult. Psychol.*, 1960 (Feb), 24, 43-45.—Psychiatric Ss showed a greater difference between inquiry procedures. Regular inquiry procedures fail to differentiate between psychiatric and nonpsychiatric groups. The Baugh-

man paired comparison inquiry (see 29: 4029; 34: 1333) differentiated significantly.—A. A. Kramish.

8189. Wienckowski, Louis Anthony. (U. Buffalo) Stimulus factors influencing the disjunctive reaction time of schizophrenic and "normal" subjects. *Dissertation Abstr.*, 1959 (Dec), 20, 2392-2393.—Abstract.

8190. William, S. Mary. *Maladies mentales des religieuses*. [Mental illness of religious women.] *Suppl. Vie Spir.*, 1959, 12, 295-305.—A survey, conducted in 1957, revealed that 783 religious women were hospitalized in 1955-56 for psychiatric reasons in the United States. This represents a rate of 490.77 per 100,000. The study concludes that religious life attracts candidates liable to have psychiatric difficulties rather than that it causes these difficulties of itself.—W. W. Meissner.

8191. Wold, Patricia Neely. (74 Fenwood Rd., Boston, Mass.) A long-term evaluation of chlorpromazine in six chronic schizophrenic patients. *J. nerv. ment. Dis.*, 1960 (Feb), 130, 151-154.—Six chronic schizophrenic patients being maintained with Chlorpromazine were treated on an out-patient basis. It was found that five of the six patients responded to a placebo with a major relapse. Each patient had a characteristic and reproducible period of time from the institution of the placebo to the relapse. The relapse did not seem to be related to significant life events.—Author abstract.

8192. Wortis, Rochelle P. (Rutgers U.) Music therapy for the mentally ill: II. The effect of music on emotional activity and the value of music as a resocializing agent. *J. gen. Psychol.*, 1960 (Apr), 62, 311-318.—(see *J. gen. Psychol.*, 1958, 59, 167-176.) The review considers articles which discuss the value of music therapy in 2 areas of clinical importance: "Music as an emotional outlet," and "Socialization value of musical and related activities." Most of the articles that have been published in these areas are anecdotal. Many contradictory findings are reported in this review. The author concludes that there is a need for detailed and controlled studies on the effects of music as a therapy for the mentally ill.—Author abstract.

8193. Zlotow, M., & Paganini, A. E. Autoerotic and homoerotic manifestations in hospitalized male postlobotomy patients. *Psychiat. Quart.*, 1959, 33, 490-497.—100 patients were studied. There are no new homoerotic or autoerotic manifestations brought out by lobotomy, nor does it change the pattern of sexual behavior that existed prior to operation.—D. Prager.

(See also Abstracts 6721, 7070, 7606, 7755, 7770, 7850, 7858(a), 7862, 7874(b), 7875(b), 7884(b), 7899, 7906, 7909, 7914, 7921, 7928, 7929, 7962, 7963, 7965, 7967, 7973, 7976, 7977, 7981, 7982, 7986, 7990, 7991, 7992(a))

PSYCHONEUROSES

8194. Academia Sinica, Institute of Psychology, Division of Medical Psychology. Function of psychotherapy in a speedy and synthetic treatment of neurathenia. *Acta psychol. Sinica*, 1959, 3(3), 160-166.—This paper summarizes the experience in the speedy and synthetic treatment of neurathenia. It

is recognized that one of the characteristics of the treatment is the thorough application of psychotherapy based on materialistic psychology. A detailed presentation is given of the contents and the methods of psychotherapy and its fundamental difference from the psychotherapy in the past. Problems which require further studies are also pointed out.

8195. Bendig, A. W. (U. Pittsburgh) Factor analyses of "anxiety" and "neuroticism" inventories. *J. consult. Psychol.*, 1960 (Apr), 24, 161-168.—Separate questionnaires measuring anxiety and neuroticism were given to 2 groups of college students, 200 Ss in each group. The N of orthogonal factors were investigated. Single factors of anxiety and neuroticism did not appear. 4 factors were identified: Emotionality, Extraversion-Introversion, Falsification, and Sex. 24 refs.—A. A. Kramish.

8196. Boesch, Ernst E. Projektion und Symbol. [Projection and symbol.] *Psychol. Rdsch.*, 1960 (Apr), 11, 73-91.—Symbol, an egocentric transformation of an image content, is structurally comparable to projection but functionally different. Projection is characterized by an additional change of values. This distinction leads to important conclusions for diagnosis and research.—W. J. Koppitz.

8197. Brown, Dennis G. The relevance of body image to neurosis. *Brit. J. med. Psychol.*, 1959, 32, 249-260.—This is an extensive review of studies of body image. "It is suggested that the development of this work may prove of value in testing analytical hypotheses and extending fundamental knowledge of neurosis."—C. L. Winder.

8198. Cartwright, Rosalind Dymond, & Vogel, John L. (U. Chicago) A comparison of changes in psychoneurotic patients during matched periods of therapy and no therapy. *J. consult. Psychol.*, 1960 (Apr), 24, 121-127.—Ss who completed therapy with experienced therapists gave improved self-descriptions on a conscious level. The opposite occurred with Ss completing therapy with inexperienced therapists. Therapists have special effects upon improvement of mental health and the self-picture of the S.—A. A. Kramish.

8199. Dereux, J.-F. *Névrose, obsession et psychasthénie*. [Neurosis, obsession, and psychasthenia.] *Encephale*, 1959, 48, 521-537.—Analysis of 80 cases of obsession serves to illustrate the importance of obsessive symptoms and their psychasthenic basis, and to delimit the role of EST and psychotropic drugs as facilitating factors in psychotherapy. 65 refs.—W. W. Meissner.

8200. Epstein, Arthur W. (Tulane U. School Medicine) Fetishism: A study of its psychopathology with particular reference to a proposed disorder in brain mechanisms as an etiological factor. *J. nerv. ment. Dis.*, 1960 (Feb), 130, 107-119.—In an attempt to gain greater understanding of fetishism, a case of the author's and documented cases in the literature are presented and analyzed. The psychodynamics of the fetishist are said to stem from a disturbance of cerebral physiology.—N. H. Pronko.

8201. Freytag, Fredericka F. *The hypnoanalysis of an anxiety hysteria*. New York: Julian, 1959. xiv, 413 p. \$6.50.—An autobiographic sketch by the

patient, a 32-year-old male physician, is followed by a verbatim record of: the patient's report of progress at the beginning of each session, the material offered by him and the therapist's comments during trance, and the comments of both after the patient was roused from trance. Explanatory remarks by the therapist for the reader close each of the 78 session reports. Length of session 1½ hours. The patient's final statement declares treatment as success. Phobias had not disappeared during the previous 1½-year, 3-times-a-week psychoanalysis.—*L. W. Brandt.*

8202. Grater, Harry. (Michigan State U.) **Impulse repression and emotional adjustment.** *J. consult. Psychol.*, 1960 (Apr), 24, 144-149.—136 college female Ss were administered the Moral Ethical Values Scale and MMPI. Mothers were also asked to complete the scales indicating whether or not behavior described would be morally or ethically right or wrong for college females.—*A. A. Kramish.*

8203. Holzman, Philip S. **A note on Breuer's hypnoidal theory of neurosis.** *Bull. Menninger Clin.*, 1959 (Jul), 23, 144-147.—Breuer's hypnoidal theory of neurosis and recent explanations of pre-conscious perception (see 29: 3638; 33: 9518, 9534) are somewhat congruent. As a theory of neurosis, Breuer's theory was quite inadequate (it lacked a theory of motivation), but it explained "better than any theory up to that point varieties of thought formations, images, sensations and sensory registration" which psychoanalysis was not yet ready to investigate. Today, Breuer's hypnoidal theory and psychoanalytic ego psychology "resonate rather sympathetically."—*W. A. Varvel.*

8204. Janis, Irving L., & Rife, Donald. **Persuasibility and emotional disorder.** In Carl I. Hovland & Irving L. Janis (Eds.), *Personality and persuasibility* (see 34: 7155). Pp. 121-137.—56 young males in mental institutions were given the Janis and Field Persuasibility Test with an immediate recall test on Booklet I and a delayed recall test on Booklet II, and a self-rating personality inventory. Both recall scores correlated positively with persuasibility scores. Ss' case files were studied to assess their social passivity, depressive symptoms, antisocial aggressive behavior, and paranoid symptoms. The high persuasibility group was markedly higher in social passivity than the medium or low persuasibility groups. The low persuasibility group was markedly higher than the other groups on antisocial aggressive behavior as judged by overt behavior described in the files but not when judged by self-ratings. As with normal male adolescents, there was also a tendency for persuasibility to be correlated with fantasy activity. An inverse relationship was found between persuasibility and age, but no correlation with intelligence.—*M. B. Mitchell.*

8205. Jantz, Eleanore Marjorie Whitmore. (Northwestern U.) **Avoidance conditioning of verbal behavior as related to manifest anxiety and the hysteria-psychasthenia dimension.** *Dissertation Abstr.*, 1960 (Mar), 20, 3854-3855.—Abstract.

8206. Katan, M. **Comments on ego distortion.** *Int. J. Psycho-Anal.*, 1959, 40, 297-303.—Differentiates between the neurosis of ego distortion and borderline cases which are not full-fledged neuroses.—*G. Elias.*

8207. Leclaire, S. **L'obsessionnel et son désir.** [The obsessive and his desire.] *Evolut. psychiat.*, 1959, No. 3, 383-408.—The typical obsessive is illustrated by a psychoanalytically oriented case history of a 30-year-old bachelor whose attachment for his mother proved the basic problem. The author believes that the fundamental aspect of obsession resides in the precocious disintegration of instincts, which finds confirmation and illustration in premature libidinal satisfaction. Unfortunately, this blocks and fixates the death instinct. As a result the patient suffers from recurrent dreams and fantasies rich in morbid and sexual themes. In these, it is as though a veil, as transparent as it is impenetrable, seems to separate the obsessive from the object of his desires.—*L. A. Ostlund.*

8208. Martin, P. A. **On scierneuropsia: A previously unnamed psychogenic visual disturbance.** *J. Amer. Psychoanal. Ass.*, 1960, 8, 71-81.—The author proposes the term scierneuropsia to designate a psychogenic visual disturbance in which objects appear to be in a shadow. 3 patients complained of a sensation of seeing objects as if through a screen. This symptom occurs in narcissistic neurotics or borderline characters and is the result of a regressive libidinal reinvestment in secondary narcissism. The waking screen expresses a wish to relax into sleep in order to prevent a disruption of destructive impulses or a psychosis from becoming overt. It also symbolizes the cold hostile separation from the world.—*D. Prager.*

8209. Tsen-hui, Chang. (Inst. Psychology, Acad. Sinica) **An experimental study of memory disorder in neurathenics.** *Acta psychol. Sinica*, 1959, 3(6), 401.—This experiment was carried out as a part of the research on the speedy synthetic treatments of neurathenia. The purpose of this study was to investigate the characteristics of the patients' memory disorder by an objective method and to find out the extents of their recoveries after the speedy synthetic treatments. In the experiments, the patients were required to recall and recognize the pictures after presentation for minutes. The patients were also asked about their memory. The result of this study showed that the extent of the patients' memory disorder depended on the severity of their symptoms of neurathenia. Due to the individual difference in effectiveness of the treatments, after the treatments different levels of improvement in memory were observed. By strengthening the patients' belief in the effectiveness of the treatments, better effects of the treatments were obtained. The characteristics of the patients' memory as revealed in this study were: the reduction in the impressibility and the lack of systematization in their memory and the slowdown in their reaction to the stimuli presented to them.

8210. Walters, Allan. (Toronto, Canada) **Psychogenic regional pain alias "hysterical" pain.** *J. Neurol. Neurosurg. Psychiat.*, 1959 (Nov), 22, 343-344.—Summary of a paper presented at the 59th meeting of the Society of British Neurological Surgeons.—*M. L. Simmel.*

8211. Watson, George, & Currier, W. D. (Kash Lab., Pasadena, Calif.) **Intensive vitamin therapy in mental illness.** *J. Psychol.*, 1960 (Jan), 49, 67-81.—30 chronic mentally ill Ss were treated for an average period of 10 months with large

amounts of vitamins and minerals. Each S acted as his own control. Progress was evaluated by a clinical check list, as well as by changes in total score on the MMPI. Of the 30 placebo Ss evaluated clinically, 7 improved, 6 got worse, 17 showed no change; not statistically significant. Evaluated by changes in the MMPI total score, the average reduction in score for the placebo trial was 4.4 points; not significant. Clinical evaluations at the end of the 1st experimental period showed 22 Ss improved, 2 worse, 6 unchanged; significant beyond the .01 level. Average reduction in MMPI total score was 17.1 points; significant beyond the .01 level. Final clinical evaluations showed 24 improved, 1 worse, 5 unchanged; significant beyond the .01 level. Average reduction in MMPI total score was 26.7 points; significant beyond the .01 level. Considerable variation in response to different strengths and different combinations of vitamins and minerals. Biochemical variables are influenced by the treatment.—Author abstract.

8212. Wei-chen, Son. (Inst. Psychology, Acad. Sinica) Some characteristics of the dynamic processes in the cerebral cortex of neurasthenics as shown by the fluctuations in the latency period of discrimination reaction. *Acta psychol. Sinica*, 1959, 3(5), 328.—In this study, discrimination reactions of 40 normal persons and 78 neurasthenics were compared. Before the psychotherapy, the wave amplitude of latency of reaction in the patients was greater than that in the normal S. After the therapy, decreases in wave amplitude differed depending on the extent of recovery—the poorly recovered showing only a small decrease in amplitude. Most patients originally showing small wave amplitude recovered completely or basically after the treatment, but only a small percentage of patients originally showing great wave fluctuation recovered well. The author concludes that the wave amplitude of the latency of discrimination reaction can be used in diagnosing the severity of illness and also the effect of treatments.

8213. Ziegler, Frederick J., Imboden, John B., & Meyer, Eugene. (Johns Hopkins U.) Contemporary conversion reactions: A clinical study. *Amer. J. Psychiat.*, 1960 (Apr), 116, 901-910.—The records of 134 consecutive patients diagnosed as conversion reactions were analyzed and described in terms of defenses utilized and of associated psychopathology. Speculations are made about the significance of special developmental family roles in the etiology of conversion reactions.—N. H. Pronko.

(See also Abstracts 7727, 7800, 7817, 7901, 7907, 7962, 7967, 7977, 7978, 7983, 7990, 7991, 7992(a), 8066(a), 8174(a), 8218)

PSYCHOSOMATICS

8214. Brown, D. G. (Leeds U.) Psychosomatic correlates in contact dermatitis: A pilot study. *J. psychosom. Res.*, 1959 (Dec), 4, 132-139.—Psychological differences were sought between 20 college students (14 men, 6 women) with a history of contact dermatitis and a matched group with a negative history. No differences on the Rorschach were statistically significant until separate analyses for introvert and extravert subgroups were done. Fisher's

barrier and penetration scores tended to the predicted directions. Neither the Allendard questionnaire nor the P-S Experience Blank differentiated between the groups. Detailed life histories "showed emotional conflict . . . with parents or other love objects."—W. G. Shipman.

8215. Cobb, Beatrix. Emotional problems of adult cancer patients. *J. Amer. Geriatr. Soc.*, 1959, 7, 274-285.—The emotional problems revealed by 40 patients resolved themselves into 3 major categories of emotional stresses experienced either singly or simultaneously: (a) anxieties associated with the meaning of cancer to the individual; (b) conflicts arising from the precipitation of a productive adult into an unaccustomed and barren hospital world; and (c) emotional components of separation from the family, either temporarily by hospitalization or permanently by death. A warm, protective relationship between doctor and patient minimizes many of the emotional problems, and therapeutic management is expedited when the doctor is aware of possible sources of anxiety impinging upon his patient.—L. Diller.

8216. Cohen, Leon. (New York U.) The relationship between adaption to thoracic surgery and certain primary test factors in pulmonary tuberculosis patients. *Dissertation Abstr.*, 1960 (Apr), 20, 4168-4169.—Abstract.

8217. Engen, Eugene Paul. (Louisiana State U.) Response set of pulmonary tuberculosis patients. *Dissertation Abstr.*, 1960 (Jan), 20, 2901-2902.—Abstract.

8218. Franks, C. M., & Leigh, D. (Maudsley Hosp., London, England) The theoretical and experimental application of a conditioning model to a consideration of bronchial asthma in man. *J. psychosom. Res.*, 1959 (Dec), 4, 88-98.—When 20 asthmatics, 40 neurotics, and 20 normals were compared on the Maudsley Personality Inventory and on laboratory tests of eyelid conditioning, none of the groups were found to differ on either of these measures. There was a trend for the asthmatics to fall between normals and neurotics on the neuroticism scale.—W. G. Shipman.

8219. Katz, Alfred H. (U. California, Los Angeles) Some psychosocial problems in hemophilia. *Soc. Casewk.*, 1959 (Jun), 40, 321-326.—The psychosocial aspects of hemophilia are not as well understood as the medical problems it presents. Parents of hemophilic infants are confronted with the problem of giving their child physical protection without making him overdependent. The adolescent hemophilic may call into question his own adequacy in relation to most of the important adjustment indices in the adult world. Female relatives experience conflict arising from the fact that while they are not affected by the illness they may be carriers of the defective gene. "Self-help" groups are discussed as a valuable means of rendering therapeutic help to hemophiliacs and their families.—G. Hearn.

8220. Meek, Harold Webb, Sr. (U. Kentucky) An investigation of certain psychological variables in diabetes mellitus. *Dissertation Abstr.*, 1960 (Apr), 20, 4176.—Abstract.

8221. Otis, L. S., & Cowden, R. R. (Johns Hopkins U.) Psychological stress and visceral ulceration.

tion. *J. psychosom. Res.*, 1959(Dec), 4, 127-128.—While conditioned avoidance and punishment training have caused stomach and duodenal ulceration, control experiments have generally shown that shock alone is insufficient. Since the learning process is implicated, a nonshock learning situation was devised in which 30 hooded rats were run for 6 months on an aperiodic schedule followed by 3 weeks of extinction trials. The lack of any ulceration at post-mortem suggests that the findings in other studies were due to an interaction effect.—*W. G. Shipman.*

8222. Patch, I. C. L. (Maudsley Hosp., London, England) **Psychological factors in iron absorption.** *J. psychosom. Res.*, 1959(Dec), 4, 129-131.—"In a group of 11 depressed patients, no evidence was found that the levels of serum iron, following an oral dose, are related to the mental state. The implications of the finding are discussed."—*W. G. Shipman.*

8223. Shrifte, Miriam Harriet Lubell. (New York U.) **An investigation of relationship between underlying unpleasant feeling tensions and cancer growth: A comparative study of two groups of cancer patients differentiated on the basis of cancer course.** *Dissertation Abstr.*, 1960 (Apr), 20, 4179.—Abstract.

8224. Silverman, A. J., Cohen, S. I., & Shmavonian, B. M. (Duke U.) **Investigation of psychophysiologic relationships with skin resistance measures.** *J. psychosom. Res.*, 1959(Dec), 4, 65-87.—Using a newly designed, highly sensitive and stable GSR meter, basal resistance was found to be inversely related to arousal. Surgery with a dog showed an intact sympathetic nervous system is important, but blood volume shifts are not, in causing resistance drops. Moderate arousal (GSR) yielded the best tracking performance under hypotensive stress (human centrifuge). Heightened arousal had the greatest responsiveness to threshold electrical stimulation. Affectively charged words evoked arousal to the degree they had been psychiatrically judged most personally meaningful. GSR measures of arousal agreed with measured venous tone (12 Ss), blood pressure changes (15 Ss), and rises of adrenaline and noradrenaline in 15 Ss under verbal chastisement.—*W. G. Shipman.*

8225. Titchener, James L., & Levine, Maurice. (U. Cincinnati) **Surgery as a human experience: The psychodynamics of surgical practice.** New York: Oxford Univer. Press, 1960. xxx, 285 p. \$6.00.—Using his own psychiatric examination of 200 surgical patients (published elsewhere in detail) for illustration, the author develops his digest of psychosomatic medicine. There are references, numerous excerpts from case histories, and reviews of several studies by other authors to familiarize the uninitiated with the problems, hypotheses, and findings of this controversial field. The book is prefaced by a commencement address for medical students by Maurice Levine. 139 refs.—*R. Kaelbling.*

8226. Tsan, Ting. (Inst. Psychology, Acad. Sinica) **How to develop medical psychology in China.** *Acta psychol. Sinica*, 1959, 3(3), 150-159.—The author asserts the importance of medical psychology in medical and prophylactic works during the establishment of socialism in China. Beginning with

criticisms against the traditional viewpoint, which looks upon the human being as a mere biological organism but overlooks man's psychological activities, he proceeds to animadvert on the essence of the so-called "psycho-somatic medicine" developed in the medical circles of the capitalistic nations, especially in the United States. The author demonstrates further from the historical facts of scientific development the correct solution of the problems of psychic nature and psychosomatic relationship achieved in the light of the philosophy of Marxism and Leninism and of the scientific theories of Pavlov. He further makes it clear that extremely superior conditions exist today in China for establishing and developing medical psychology. Finally the author introduces the present condition of medical psychology in China and its applications in research. The primary task of medical psychology in China today, as pointed out by the author, is to collaborate with psychiatry in the service to prophylaxis of mental diseases. Medical psychology is to be widely coordinated with every department of medicine and hygiene.

8227. Ullman, Montague. **On the psyche and warts: I. Suggestion and warts. A review and comment.** *Psychosom. Med.*, 1959(Nov-Dec), 21, 473-488.—*L. A. Pennington.*

8228. Wood, Edwin C. (Yale U.) **Understanding the patient with heart disease.** *Nurs. Outlook*, 1959, 7, 90-92.—This patient must be considered unique, both in his interpretation of illness and in his patterns of adjustment. The psychological problems involved are: orientation of patient, past life and family of patient, medical facts of his condition and emotional state, reaction to treatment, and the necessity of a new way of life.—*S. M. Amatora.*

(See also Abstract 7991)

CLINICAL NEUROLOGY

8229. Arseni, G., & Oprea, I. (Bucharest, Romania) **Les troubles psychiques produits par les tumeurs du troisième ventricule.** [Psychic disturbances produced by tumors of the third ventricle.] *Encephale*, 1959, 48, 235-245.—Elements of a psychic syndrome having their origin in tumors of the 3rd ventricle resemble those of the frontal syndrome; in the former, however, psychic disturbances appear with or without intercranial hypertension and neurological signs assume less importance. The type of syndrome arising from tumors in the 3rd ventricle is not faithful to the classic description of mesodiencephalic lesions. However, by disturbance of corticodiencephalic equilibrium, diencephalic modifications can set off functional disturbances at the cortical level which resemble the psychic picture afforded by isolated tumors of the 3rd ventricle.—*W. W. Meissner.*

8230. Barber, Theodore X. (Harvard U.) **Toward a theory of pain: Relief of chronic pain by prefrontal leucotomy, opiates, placebos, and hypnosis.** *Psychol. Bull.*, 1959(Nov), 56, 430-460.—Research concerned with the neurological correlates of the pain response and how this response can be mitigated or eliminated by various clinical procedures permit several tentative conclusions: (a) pain producing stimuli activate a variety of nerve fibers rather than activating specific "pain" nerve path-

ways. (b) Pain producing stimuli set off patterns of neural impulses which are different from those produced by other stimuli. (c) Discomfort due to pain is not necessarily present when the noxious stimulus has been discriminated. Discomfort can be eliminated by various clinical procedures without necessarily altering the sensation of pain. (d) Mitigation of discomfort by clinical procedures appears to be secondary to their more generalized effect, i.e., anxiety reduction. 174-item bibliog.—W. J. Meyer.

8231. Benton, Arthur L., & Joynt, Robert J. (State U. Iowa.) **Reaction time in unilateral cerebral disease.** *Conf. neurol.*, 1959, 19, 247-256.—"Reaction time was studied in 20 brain-damaged patients with lesions apparently restricted to the right cerebral hemisphere; 20 brain-damaged patients with lesions apparently restricted to the left cerebral hemisphere; and 20 patients without known brain damage. . . the brain-damaged patients were significantly slower than the control patients in a simple reaction time task involving the hand which was ipsilateral, as well as contralateral, to the side of the lesion. Control patients showed approximately equal reaction times in both hands in a choice reaction time task. Patients with lesions of the right hemisphere showed significantly faster reactions with the right hand than with the left hand. Patients with lesions of the left hemisphere showed slower reactions with the right hand than with the left hand but the observed difference failed to attain statistical significance. There was a significant difference in the patterns of right hand-left hand performance in the two groups of brain-damaged patients. The findings are interpreted as indicating that focal lesions have both a general bilateral and a specific unilateral effect on reaction time in patients without clinically apparent motor deficits." French and German summaries.—Author abstract.

8232. Blau, Theodore H., & Schaffer, Robert E. (Byron Harless & Associates, Tampa, Fla.) **The Spiral Aftereffect Test (SAET) as a predictor of normal and abnormal electroencephalographic records in children.** *J. consult. Psychol.*, 1960(Feb), 24, 35-42.—420 children were examined during a period of 2½ years. The data suggest that the SAET and other tests discriminate between abnormal and normal EEGs. 20 refs.—A. A. Kramish.

8233. Boone, Daniel R. (Western Reserve U.) **Communication skills and intelligence in right and left hemiplegics.** *J. speech hear. Dis.*, 1959, 24, 241-248.—40 right and 35 left hemiplegics with a mean age of 61.9 yr. were studied for variations in basic common skills such as listening to spoken language, naming, clarity of speech, reading, writing, conversational ability. Results were related to side of hemiplegia, number of cerebrovascular accidents, intelligence, and other background data. Right hemiplegics had significantly more difficulty in all common skills except incidence and severity of dysarthria. No significant difference was found between right and left hemiplegics on the Columbia Mental Maturity Scale and Knox Cubes. The difficulties shown by many left hemiplegics in tests of listening to spoken language related to overall intellectual deficit.—M. F. Palmer.

8234. Bosque, G., Benito Arranz, S., & Santamaria Arnaiz, P. (Inst. d'Anatomie, Valladolid,

Spain) **La neurosécrétion hypophysaire dans l'attaque épileptique expérimentale.** [Hypophyseal neurosecretion in experimental epileptic attacks.] *Encephale*, 1959, 48, 419-427.—Repeated application of electroshock to guinea pigs provokes variations in the neurosecretions stored in the neurohypophysis. Increase in the number of convulsive shocks produces a diminution of the positive Gomori material (neurosecretions) of the "pars nervosa" of the hypophysis, which the authors interpret as an increase in the utilization of the neurosecretion. It is possible that these variations are related to ACTH production which is responsible for the hyperfunction of the suprarenal cortex of shocked animals.—W. W. Meissner.

8235. Byrne, Margaret C. (Northwestern U.) **Speech and language development of athetoid and spastic children.** *J. speech hear. Dis.*, 1959, 24, 231-240.—A gesture language test of 10 questions which permitted a child to answer by body posture or movement was given to 8 athetoids and 5 spastics, and an oral language test in which a toy was presented for each 1 of 81 phonetic units was given to 29 athetoids and 32 spastics. None had detectable hearing losses and had been evaluated as educable. Lowest IQ was 60. Most cases used oral language, although at least 1 of each age was dependent on gesture. Although they were generally seriously delayed in achievement of language and speech, they developed first those skills which appear earliest in normal children. There was no significant difference between spastic and athetoid.—M. F. Palmer.

8236. Clement, Mary, & Twitchell, Thomas E. (Joseph P. Kennedy, Jr. Memorial Hosp., Boston, Mass.) **Dysarthria in cerebral palsy.** *J. speech hear. Dis.*, 1959, 24, 118-122.—20 patients ranging in age from 2 to 12 years could be divided into 2 clinical groups: patients with infantile spastic quadriplegia and patients with congenital bilateral athetosis. The speech mechanism has positive and negative reactions analogous to the groping and avoiding responses of the limbs and similar alterations of these responses. These syndromes provide the physiological explanation for the associated dysarthria.—M. F. Palmer.

8237. Costello, Patrice. **Where does Mike belong?** *Volta Rev.*, 1960(Feb), 62, 66-67, 91.—Children who are both cerebral palsied and deaf can best be educated in schools for the deaf. The Crotched Mountain School for the Deaf, Greenfield, New Hampshire has developed a program for these children. A list of 63 other schools and classes in the United States and Canada who accept deaf and cerebral children is included.—J. M. Snyder.

8238. Delay, J., Brion, S., Escourolle, R., & Sanchez, A. **Rapports entre la dégénérescence du corps calleux de Marchiafava-Bignami et la sclérose laminaire corticale de Morel.** [Connections between the degeneration of the corpus callosum of Marchiafava and Bignami and the laminar cortical sclerosis of Morel.] *Encephale*, 1959, 48, 281-312.—Axial necrosis of the corpus callosum and laminar sclerosis of the cortex are 2 anatomical phenomena rarely encountered in the course of alcoholic encephalopathy. 5 cases of Marchiafava's disease are reported in detail. All cases manifested

severe disturbance of consciousness, dementia, astasia and dysarthria. The appearance of cortical lesions in cases of massive lesions of the corpus callosum are ascribed to an indeterminable pathogenic mechanism. 22 refs.—*W. W. Meissner*.

8239. Follin, S., Pivet-Grimbert, S., Girard, C., Sigg, B., & Levy, L. L'impulsivité épileptique: I. Contribution à l'étude des troubles caractériels d'un groupe d'épileptiques femmes internées. [Epileptic impulsivity: I. A contribution to the study of character disorders in a group of confined female epileptics.] *Encephale*, 1959, 48, 377-418.—An intensive study is made of 67 epileptic women (61 were of age 30 or less) in regard to aggressive impulsivity. The following conclusions are drawn: (a) EEG alterations in the temporal lobes were found in an appreciable number of cases, but they do not account of themselves for the aggression; (b) in most cases, the aggression bears a dramatic significance of a multiple and complex sort in relation to everyday difficulties and frustrations; (c) the massive character of neurophysiological changes seems to play a determining role, which is, however, not exclusive; (d) the neurophysiological base imposes a particular clinical expression, but its characteristic structure is not bound directly to it since it depends on more specifically psychological factors related to conditions of personality maturation.—*W. W. Meissner*.

8240. Follin, S., Verdeaux, G., Drossopoulo, G., Chanoit, P., & Giraud, C. L'impulsivité épileptique: II. Note sur l'étude électro-encéphalographique d'un groupe des femmes épileptiques caractérielles internées. [Epileptic impulsivity: II. A note on the electroencephalographic study of a group of epileptic women with character disorders.] *Encephale*, 1959, 48, 481-490.—(see 34: 8239) Rapid waves were reported in nearly $\frac{1}{2}$ the cases and theta-waves were most frequent (48%). Activation with "Megimide" was obtained in 26 of 65 patients, permitting the association of certain aggressive manifestations or hypochondriacal preoccupations with psychomotor epilepsy. Psychomotor crises were all accompanied by relatively weak electrical alterations, predominantly in the temporal lobe. Predominance of alterations, extensive enough to permit reference to a "temporal center," was found in 11 cases.—*W. W. Meissner*.

8241. Friedlander, Walter J. (VA Hosp., Boston, Mass.) Review of psychiatric progress 1959: Epilepsy. *Amer. J. Psychiat.*, 1960 (Jan), 116, 630-638.—*N. H. Pronko*.

8242. Glassman, Sidney M. (Purdue U.) An exploratory study of the comparative performance of normal and brain-damaged children on a series of developmental tasks. *Dissertation Abstr.*, 1960 (Jan), 20, 2902.—Abstract.

8243. Gottlieb, Ann Lodge, & Parsons, Oscar A. (Duke U.) A coaction compass evaluation of Rorschach determinants in brain damaged individuals. *J. consult. Psychol.*, 1960 (Feb), 24, 54-60.—20 patients were matched with 20 patients without brain damage. Rorschach scores were plotted on the coaction compass. "The results confirm the predictions and indicate that the BD population is similar to previously tested psychotic groups both in terms of weakened control, poor integration of control and

affect, and considerable variability along the affect dimension." 17 refs.—*A. A. Kramish*.

8244. Hardy, William G., & Pauls, Miriam D. (Johns Hopkins U.) Significance of problems of conditioning in GSR audiometry. *J. speech hear. Dis.*, 1959, 24, 123-126.—Most aphasic children without impaired hearing seem to require much more time for conditioning than others, but come through fairly consistently once the learning process has been accomplished. On the other hand, relatively few children with presumed impairments of the high, central pathways can be satisfactorily conditioned. Many whose trouble apparently lies lower down in the brain stem can be satisfactorily conditioned. Those whose problems involve the organic listening circuit as well as the afferent pathways seem to be indefinitely variable.—*M. F. Palmer*.

8245. Herschberger, A. C. (Kenyon Coll.) Delayed loss of function due to brain lesion. *Psychol. Rec.*, 1960, 10, 1-7.—Various postoperative rest periods, 1 hour to 6 weeks. Naive female rats subsequently learned avoidance response. Brain injury resulted in inferior learning after 1 hour and at the 3 week interval. Discussed in terms of immediate "shock-like effect" and a later "suppressive effect."—*R. J. Seidel*.

8246. Huse, Mary Kathleen Martin. (Duke U.) Pursuit-rotor performance in the brain-damaged: The role of reactive and conditioned inhibition in cortical dysfunction. *Dissertation Abstr.*, 1960 (Mar), 20, 3832-3833.—Abstract.

8247. Irwin, Orvis C. (U. Wichita) Correct status of final double consonant blends in the speech of children with cerebral palsy. *Cerebral palsy Rev.*, 1959 (Nov-Dec), 20(3), 10-12.—An analysis of the recorded speech of 160 cerebral palsied children (CA 2-17) in 11 states is reported in terms of sex and age differences, and the nature and degree of the involvement. Among the findings: no mean sex differences, although the variability for girls was greater; CA and MA "had little effect on" the measured speech behavior.—*T. E. Newland*.

8248. Irwin, Orvis C. (U. Wichita) A sixth short consonant test for use with children with cerebral palsy. *Cerebral palsy Rev.*, 1959 (Sep-Oct), 20(2), 13-16.—Reported is the restandardization of Templin's test of final double consonant blends for use with such children. Supportive data are presented, as was the case with the 5 preceding adaptations (see 32: 674, 5806; 33: 1737, 1990, 6597, 8881).—*T. E. Newland*.

8249. Irwin, Orvis C. (U. Wichita) Substitutions and omissions of initial double consonant blends in the speech of children with cerebral palsy. *Cerebral palsy Rev.*, 1959 (Sep-Oct), 20(2), 10-12.—Tape-recorded responses to the Templin test by 102 cerebral palsied children in 7 communities were analyzed. The differences among the means (16.3 correct articulations, 2.09 substitution errors, 4.41 omission errors) were significant at the .001 level. The most frequent substitutions and omissions are listed.—*T. E. Newland*.

8250. Irwin, Orvis C. (U. Wichita) Substitutions and omissions of final double consonant blends in the speech of children with cerebral palsy. *Cerebral palsy Rev.*, 1959 (Nov-Dec), 20(3),

6-7.—Analysis of the tape-recorded speech of 136 children (CA 2-17) living in New England and in the South showed regional differences to be negligible. Correct articulation scores greatly exceeded the means of substitutions and omissions, as was found also in regard to initial consonant blends (see 32: 675, 676; 33: 1738; 34: 8249). Frequency data on specific letter combinations are presented.—T. E. Newland.

8251. Jefferson, Geoffrey. (Manchester, England) **The reticular formation and clinical neurology.** In H. H. Jasper et al. (Eds.), *Reticular formation of the brain* (see 34: 6888). Pp. 729-738.—The coma of compressions from epidural clots, concussion, and the like are accounted for by damage to, or suppression of, subcortical, especially reticular, functioning. The pretentorial brain stem is selected, on the basis of clinical evidence supported by experimental work, as the site maximally effective in producing such coma. 18 refs.—F. R. Brush.

8252. Jones, Albert Rayburn. (Vanderbilt U.) **The effects of brain damage on a tactual-kinesesthetic perception task.** *Dissertation Abstr.*, 1960 (Jan), 20, 2903-2904.—Abstract.

8253. Kastein, Shulamith. (Columbia Presbyterian Medical Center, NYC) **Cerebral palsy: Current problems of diagnosis and assessment. Language and speech.** *Cerebral palsy Rev.*, 1959 (Nov-Dec), 20(3), 13-14.—"The multiplicity of pathology and clinical manifestations within the cerebral palsy population and, at times, even within one individual, poses problems of assessment of the functions of communication from a differential diagnostic point of view, since they span the entire field of language and speech pathology." The importance of considering the "peripheral, neural, central as well as psychomotor, intellectual, and emotional integrity of the organism," singly or in combination, is developed.—T. E. Newland.

8254. Koskoff, Yale D., Patton, Robert; Migler, Bernard, & Kraper, Donald. (U. Pittsburgh) **Hemicerebrectomy in the resus monkey: Surgical technique and preliminary behavioral observations.** *Cerebral palsy Rev.*, 1959 (Sep-Oct), 20(2), 3-6.—"Hemicerebrectomy," the removal of hemisphere and ipsilateral thalamus, as performed on 17 animals, is described in considerable detail. "Rate of recovery of these animals appears similar to those in which less extensive ablations have been performed." Within an average period of 10 days, the animals could perform in a previously learned testing situation. New learning, however, appeared impaired. No significant change in emotional behavior was observed. 18 refs.—T. E. Newland.

8255. Krupp, G. R., & Schwartzberg, B. (Family Service Ass. Five Towns, Woodmere, N.Y.) **The brain-injured child: A challenge to social workers.** *Soc. Casewk.*, 1960 (Feb), 41, 63-69.—Focus is upon the brain injured child who usually has no gross motor or sensory disturbance and whose intelligence is average or even above average. After describing the common behavioral characteristics of such children, hypotheses advanced by the authorities to explain them are reviewed. Proposed diagnosis includes a composite picture of the behavioral characteristics and developmental history, the child's per-

formance on judiciously selected psychological tests, past medical history, neurological investigation, family background, and electroencephalogram. Concludes with discussion of role of worker and formulation of treatment plan.—G. Hearn.

8256. Lawson, Joe Love, Jr. (U. Kentucky) **A Rorschach study of the epileptic personality.** *Dissertation Abstr.*, 1960 (Apr), 20, 4173-4174.—Abstract.

8257. Liberson, W. T. (VA Hosp., Hines, Ill.) **Review of psychiatric progress 1959: Electroencephalography.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 584-587.—N. H. Pronko.

8258. London, Perry, & Bryan, James M. (Madigan Army Hosp., Tacoma, Wash.) **Theory and research on the clinical use of the Archimedes spiral.** *J. gen. Psychol.*, 1960 (Jan), 62, 113-125.—Previous studies indicate that brain-damaged Ss fail to report the Spiral Aftereffect (SAE). The present study, deriving hypotheses from Goldstein's theory of "catastrophic reactions," predicted that differential responses would result from varying the test instructions. 44 brain damaged Ss and 22 normal controls were administered the SAE. 2 sets of instructions (structured and neutral) were employed. Organics given structured instructions reported SAE almost as frequently as did normals, while organics with neutral instructions were relatively unable to report the phenomenon. Results demonstrate that failure to report SAE is not a simple function of neurophysiological damage and support Goldstein's claim of "perceptual ability" in organics.—Author abstract.

8259. Lumry, Gayle Kelly. (U. Minnesota) **An investigation into some of the variables contributing to performance on the Block Design Test.** *Dissertation Abstr.*, 1959 (Dec), 20, 2387.—Abstract.

8260. Lykken, David T. (U. Minnesota) **The GSR in the detection of guilt.** *J. appl. Psychol.*, 1959 (Dec), 43, 385-388.—How accurate is a lie detector in determining guilt? "Forty-nine male college students, after random assortment into four groups, were required to enact one, both, or neither of two mock crimes. All were then given a guilty knowledge test, employing the GSR, which used six standard questions relating to each of the two crimes. A simple, objective, and a priori scoring system was used to determine guilt. Forty-four or 89.8% of the Ss were assigned to their correct group, against a chance expectancy of 25%. Considering the crimes separately, all Ss innocent of a crime were correctly classified, while 44 or 50 interrogations of guilty Ss gave guilty classifications, a total of 93.9% correct classification against a chance expectancy of 50%. . . . Detection of guilty knowledge . . . is demonstrably capable of very high validity in those situations where it can be used."—J. W. Russell.

8261. Moed, Martin. (Inst. Crippled & Disabled, NYC) **Pre-vocational evaluation of individuals with cerebral palsy.** *Cerebral palsy Rev.*, 1959 (Nov-Dec), 20(3), 3-5, 16.—Prevocational evaluation should be concerned with medical, physical, mental, and social functioning, and should be reviewed periodically from the time the client is 10-12 years old. Educational and therapeutic efforts should be directed at the increasing of practical employment potential. Vocational evaluation should involve the

observation of the client, under training conditions, while he is performing a wide range of work samples which are realistically related to the opportunities he may have. Research findings relevant to the pre-vocational phase and experiences with the vocational phase are given.—*T. E. Newland.*

8262. Mysak, Edward D. (Purdue U.) **Significance of neurophysiological orientation to cerebral palsy habilitation.** *J. speech hear. Dis.*, 1959, 24, 221-230.—A general outline and theoretical rationale for the Bobath approach are specifically described and comparisons made between conventional and neurophysiological concepts. A discussion of the general approach to speech therapy is presented, and theoretical implications to speech and language habilitation are emphasized.—*M. F. Palmer.*

8263. Norris, Howard Jerome. (Syracuse U.) **An exploration of the relation of certain theoretical constructs to a behavioral syndrome of brain pathology.** *Dissertation Abstr.*, 1960(Mar), 20, 3840.—Abstract.

8264. Rhodes, John Marshall. (U. Southern California) **The effect of motor ability loss on cognition and emotion.** *Dissertation Abstr.*, 1960 (Mar), 20, 3842-3843.—Abstract.

8265. Riklan, Manuel; Diller, Leonard; Weiner, Herman, & Cooper, Irving S. (St. Barnabas Hosp., NYC) **Psychological studies on effects of chemo-surgery of the basal ganglia in Parkinsonism: I. Intellectual functioning.** *AMA Arch. gen. Psychiat.*, 1960(Jan), 2, 32-41.—Administration of the Wechsler scale to 89 patients, shortly before and after unilateral surgery or 9.7 (mean) months later, showed a general immediate decline in scores with a return to the preoperative levels 9 months later. "Preoperative neurologic and mental condition of the S is of primary significance in determining the differential reactions to brain surgery."—*L. A. Pennington.*

8266. St. Onge, Keith R., & Calvert, James J. (U. New Mexico) **The brain stem damage syndrome: Speech and psychological factors.** *J. speech hear. Dis.*, 1959, 24, 43-50.—Description of the speech and psychological factors involved in the brain damage syndrome. Tracheostomy is an unavoidable interference in normal speech. Speech of the stem damage cases in this study was often partially or totally absent. The presence of aphasia is difficult to establish by tests in more serious cases. Symbolic loss was present in some. Paranoid and hostile symptoms were present in 2 cases. Patients with stem damage often show serious degrees of spastic involvement and cannot close the airway with a finger due to their involvement. Normal respiratory patterns should be reinstituted as soon as possible. Practical stimulation and foods of various textures and consistencies are helpful. 5 case studies are presented.—*M. F. Palmer.*

8267. Schlanger, Bernard B. (West Virginia U.) **A longitudinal study of speech and language development of brain damaged retarded children.** *J. speech hear. Dis.*, 1959, 24, 354-360.—12 brain damaged institutionalized children who were mentally retarded and whose speech and language development was severely delayed were selected for long-term speech therapy. Evaluations were made at entrance,

18-24 months later, and 36-42 months after initial examination, of word imitation, intelligibility of spontaneous speech, sentence length, and communicative attitudes. Varying improvement was seen in all measures. If communication is severely limited beyond 7 years of age, these children will rarely obtain more than rudimentary speech and language development. It was also felt that behavioral disturbances as well as neurological factors limited the communicative potential of these children.—*M. F. Palmer.*

8268. Sevost'ianova, G. A. (Central Advanced Training Inst. Physicians, Moscow, Russia) **Osobennosti narusheniia vyssheĭ nervnoi deiatel'nosti u bol'nykh s porazheniem mezhtozhnoĭ mozga.** [Some features of the disturbance of higher nervous activity in patients with lesions of the diencephalon.] *Zh. vyssh. nervn. Deiatel.*, 1959, 9, 652-664.—The higher nervous activity of 26 Ss with diencephalic lesions was studied by means of motor conditioning. In 21 Ss a weakness in the excitatory and inhibitory processes and in their lability was observed. Positive and inhibitory conditioned reactions were elaborated slowly and were unstable. Generalization of excitation was observed along with phenomena of successive inhibition. As a rule, dissociation of the joint activity of the 2 signal systems took place. In another group of 5 Ss with less severe lesions, internal inhibition and its lability were affected the most. All data obtained corroborated fully clinical observations.—*I. D. London.*

8269. Springer, Kayla Jaffe. (Clark U.) **A study of the microgenesis of percepts in brain-injured and normal adults.** *Dissertation Abstr.*, 1960(Jan), 20, 2910.—Abstract.

8270. Thelander, H. E. (Children's Hosp., San Francisco, Calif.) **Observations on the development of brain-damaged children: A follow-up study.** *Cerebral palsy Rev.*, 1959(Nov-Dec), 20(3), 8-9.—Of the 107 children followed up over a 4-6 year period, 62 had attended a cerebral palsy nursery school which provided intensive individual evaluation, 17 were in regular public school classes, 32 were in public school classes for the physically handicapped, 17 were in classes for the retarded, 16 were kept at home, 14 had been institutionalized, and 11 had died. Some of the post-nursery-school placement problems are described, and certain medical and genetic research needs are identified.—*T. E. Newland.*

8271. Timberlake, William H. (Harvard Medical School) **Review of psychiatric progress 1959: Clinical neurology.** *Amer. J. Psychiat.*, 1960(Jan), 116, 616-626.—*N. H. Pronko.*

8272. Walshe, Francis. **Diseases of the nervous system.** (9th ed.) Baltimore, Md.: Williams & Wilkins, 1958. xvi, 373 p. \$8.00.—This edition of a reference work and textbook includes revised chapters on the following topics: space-occupying lesions within the skull (tumor, abscess, hematoma); vascular disorders of the brain; epilepsy; migraine; acute infections of the nervous system; syphilis; multiple sclerosis; neurological manifestations of vitamin B₁₂ deficiency; paralysis agitans; Sydenham's chorea; concussions and contusions of the brain; spinal cord compression and injuries; Friedreich's disease; muscular atrophies; myasthenia gravis; polyneuritis; lead poisoning; common affections of the cranial

nerves; protrusion of lumbar intervertebral discs and sciatica; affections of the spinal nerves; common nervous affections of infancy and childhood; bromide intoxication; spasmodic torticollis; occupational cramps; and the diagnosis of anxiety neurosis, hysteria, and "traumatic neurosis." 2 new chapters on hepatic coma and hepatolenticular degeneration are also included.—*J. E. Wilson, Jr.*

8273. **Weiner, Herman.** (New York U.) **An investigation of symptom severity and certain autonomic and psychological indices of stress in Parkinson's disease.** *Dissertation Abstr.*, 1960 (Apr), 20, 4190-4191.—Abstract.

(See also Abstracts 6742, 6749, 7963, 7965, 7973, 7981, 7986, 8076, 8077(a), 8078, 8090)

PHYSICALLY HANDICAPPED

8274. **Angers, William P.** (Fordham U.) **Job counseling of the epileptic.** *J. Psychol.*, 1960 (Jan), 49, 123-132.—Information on 1521 rehabilitated epileptics. Job opportunities are available to the epileptic, but he may find difficulty in obtaining employment because of his attitude towards his physical and emotional handicaps and because of the attitude of the public towards him. (a) Number of men was more than women. (b) Largest number were of white race. (c) Large number were not married, possibly due to a restriction by 17 states. (d) Of average age at onset, in keeping with other studies. (e) Little was known about the cause. (f) Effectiveness of job counseling, guidance, training, and placement was analyzed and discussed with cues for counselors and psychologists. (g) Importance of considering the Adlerian concept of compensation used by the epileptic in the selection of an occupation was discussed. (h) The amount of counseling should be proportional to the degree of prejudice to which the epileptic is exposed. (i) Direction which future studies of epilepsy should take was indicated.—Author abstract.

8275. **Apton, Adolph Abraham.** **The handicapped: A challenge to the non-handicapped.** New York: Citadel, 1959. 124 p. \$3.00.—A plastic surgeon discusses the problems of physical handicaps in childhood, adolescence, and adulthood. He calls for an end to the age-old discriminatory attitudes towards the handicapped, pointing out their needs and potentials. Central to his program is the co-operation between physicians and educators to conduct the social rehabilitation of the public towards the malformed by educating the youth and re-educating the adult.—*V. Sanua.*

8276. **Axelrod, S.** (Duke U.) **Effects of early blindness: Performance of blind and sighted children on tactile and auditory tasks.** *Amer. Found. Blind res. Ser.*, 1958, No. 7.—82 school-aged children with blindness of early onset and 82 sighted children were Ss in a study of light-touch and 2-point thresholds on 3 finger-tips and performance of several complex tactile and auditory tasks. 20 late-blind Ss were compared with the other 2 groups on the complex tasks. Threshold differences between sighted and early-blind Ss depended upon sex and finger tested. However, early-blind Ss had lower 2-point limens than sighted Ss on the right index finger. Differences in 2-point limen among the 3 fingers tested did

not depend upon fingers used in reading braille. However, Ss who read with their right index fingers had lower thresholds on all fingers tested than left or bimanual readers. Reading technique had no effect on light-touch sensitivity. On the most difficult of 3 tactile abstraction tests early-blind performed less well than sighted Ss. Early-blind Ss were also inferior to sighted controls on matching problems in which the correct choice among 3 objects or 3 auditory stimuli was the object or stimulus identical to the one which was intermediate in space or time. Finally, early-blind performed less adequately than sighted Ss in transferring the solution from the matching problem.

8277. **Boyd, Greydon G.** (New York-Bellevue Medical School) **Hearing loss: What can be done about it.** Philadelphia, Pa.: Lippincott, 1959. 190 p. \$1.45.—A layman's guide to the common facts and problems of hearing. "Its object is to give simple practical information concerning the ear structure, what can go wrong with it, and how it can be cared for." Topics discussed include hearing tests, diseases of the ear, preventative and protective measures, treatment and surgery, speech faults, lip reading, children's deafness, hearing aids, occupation, and how to make effective use of impaired hearing. The appendix gives a list of hearing rehabilitation centers in the United States.—*J. C. G. Loring.*

8278. **Cannon, William M.** (Duke U.) **A study of the responses of blind and sighted individuals to the Kuder Preference Record.** *Dissertation Abstr.*, 1960 (Mar), 20, 3815-3816.—Abstract.

8279. **Connor, Francis P., & Goldberg, I. Ignacy.** (Columbia U.) **Children with crippling conditions and special health problems.** *Rev. educ. Res.*, 1959, 29, 471-496.—Cerebral palsy continued to command more attention of researchers than other areas of disability. There was increased production of practical and interpretive material for parents of disabled children, and of reports on more systematic approaches to parent education, guidance, and therapy. The quality of research design and analysis continued to suffer from inadequacy of size and selection of both Ss and controls. There is a tendency to neglect theoretical research and to concentrate on immediate practical problems. 222-item bibliog.—*F. Goldsmith.*

8280. **DiCarlo, Louis M.** (Syracuse U.) **The deaf and hard of hearing.** *Rev. educ. Res.*, 1959, 29, 497-518.—The last 5 years was a period of prolific and creative basic research in audition theory. Practical research in the education and rehabilitation of the deaf was not conducted with the same spirit of objectivity and determination in examining crucial issues. Longitudinal studies beginning with discovery of hearing loss and terminating in adulthood should contribute to understanding of the adjustment process at different critical levels. Research in progress on developmental and deviant behavior of the deaf should be accelerated. 141-item bibliog.—*F. Goldsmith.*

8281. **Doctor, Powrie Vaux.** (Gallaudet Coll.) **Deafness in the twentieth century.** *Amer. Ann. Deaf*, 1959 (Sep), 104, 330-334.—Current problems in working with the more severely acoustically impaired are discussed under the headings of: (a) edu-

cational (the language handicap, with some 400 speech and hearing clinics helping in the United States in 1959; the need for 500 properly prepared teachers, resulting in part from the increase of 2000 in United States schools and classes in the past year; and the great task of helping the deaf acquire concepts), (b) the social problems of their functioning as a minority group, (c) the emotional handicap believed to result from a breakdown in communication between the deaf and his environment, (d) training and placement problems in the vocational area, (e) the problems attending the increasing work with the deaf who are also otherwise disabled, and (f) the importance of work with the parents of the deaf.—*T. E. Newland.*

8282. **Dover, Francis T.** (New York Guild for the Jewish Blind, NYC) **Readjusting to the onset of blindness.** *Soc. Casewk.*, 1959 (Jun), 40, 334-338.—Deals with the newly blinded adult and some of the dynamics of the adjustive process. As the newly blinded person copes with his new, extremely difficult life situation, his characteristic reactions may include isolation! depression, projection, denial, integration, and mobilization. Not every newly blinded person goes through these various stages. All these reactions can be experienced simultaneously, partially, one at a time, or in different combinations. A case is cited to illustrate the phases in one client's reactions and the casework process that was used to help her mobilize new strengths.—*G. Hearn.*

8283. **DuBois, Franklin S.** (Silver Hill, Valley Rd., New Canaan, Conn.) **Review of psychiatric progress 1959: Rehabilitation and occupational therapy.** *Amer. J. Psychiat.*, 1960 (Jan) 116, 657-662.—*N. H. Pronko.*

8284. **Falconer, George A.** (Illinois State Normal Coll.) **Teaching machines for the deaf.** *Volta Rev.*, 1960 (Feb), 62, 59-62, 76.—Appropriately designed teaching machines are possibilities for increasing teacher efficiency. Skinner's machine and techniques are described and modified for a study of teaching language concepts. "An electrically energated, stimulus-response, multiple-choice, immediate reinforcement device was designed, constructed, and tested to explore the possibilities of using a machine to teach word recognition to young deaf children. Eight subjects learned 13.75 nouns in about 50 minutes, spending only five minutes a day at the machine for ten consecutive school days. Retention after two weeks was nearly perfect."—*J. M. Snyder.*

8285. **Fuller, Carl Wellington.** (Northwestern U.) **A study of the growth and organization of certain mental abilities in young deaf children.** *Dissertation Abstr.*, 1959 (Dec), 20, 2382.—Abstract.

8286. **Green, S. L., Schur, H., & Lipkowitz, M. H.** **Study of a dwarf.** *Psychoanal. Stud. Child*, 1959, 14, 236-250.—The case of a 10-yr.-old prematurely born primordial dwarf demonstrates how presenting symptomatology can be explained by those differences which not only contributed directly to a stunted ego development but also of necessity could not be met satisfactorily by the environment and rather provoked a frustrating response. The innately defective essential autonomous apparatuses played a decisive role in the pattern of pathological development.—*D. Prager.*

8287. **Haber, Wilfred.** (New York U.) **The contribution of selected variables to success or failure in a vocational rehabilitation evaluation.** *Dissertation Abstr.*, 1960 (Apr), 20, 4171-4172.—Abstract.

8288. **Hutton, Charles; Curry, E. Thayer, & Armstrong, Mary Beth.** (U. Illinois) **Semi-diagnostic test materials for aural rehabilitation.** *J. speech hear. Dis.*, 1959, 24, 319-329.—Description of new discrimination tests intended primarily for measurement of intelligibility gains in auditory rehabilitation. Consideration was given to phonetic occurrence of key sounds, ease of error analysis, word familiarity, phonetic contrast within answer sets, and ability to discriminate between good and poor listeners. Test was compared with other auditory tests and found to be sensitive to different kinds of hearing loss and to yield desirable estimates of discrimination ability.—*M. F. Palmer.*

8289. **Industrial Home for the Blind.** **Rehabilitation of deaf-blind persons. Vol. V. Studies in the vocational adjustment of deaf-blind adults.** Brooklyn, N.Y.: Author, 1959. 324 p. \$3.00.—(see 33: 2018) This book contains: a general review of the vocational guidance, training, and placement of deaf-blind adults; a statistical analysis of the employment experience within the workshops of the Industrial Home for the Blind; a review of placement opportunities outside of the IHB; and a section on deaf-blind homemakers. It is a tool for counselors and placement workers dealing with deaf-blind individuals. It is concluded that "where patience has been applied to the guidance and training elements of the program, the possibilities for employment within . . . the workshop are as complete as they are for blind persons."—*N. J. Raskin.*

8290. **Jacobson, E.** **The "exceptions": An elaboration of Freud's character study.** *Psychoanal. Stud. Child*, 1959, 14, 135-154.—A clinical case is presented to enlarge insight into the unconscious motivations of people with physical defects since birth or very early life—the narcissistic aggressive nature of their oedipal strivings, their rebellious and ambitious aims and claims, their resistance to accept the oedipal laws, the spiteful denial of their own conscience, the victory of their unconscious self-destructive trends and, underneath it all, their desperate cry for a love they never received.—*D. Prager.*

8291. **Lincoff, Harvey A.** (New York U., Bellevue Medical Center) **Bilateral central scotomas of hysterical origin.** *AMA Arch. Ophthalmol.*, 1959 (Aug), 62, 273-279.—Study of 3 cases suggests that scotomas may be traced to faulty instructions by the examiner. The hysteric may produce any field desired of him.—*R. L. Sulzer.*

8292. **Mendelson, Jack H., Siger, Leonard, & Solomon, Philip.** (Boston City Hosp., Mass.) **Psychiatric observations on congenital and acquired deafness: Symbolic and perceptual processes in dreams.** *Amer. J. Psychiat.*, 1960 (Apr), 116, 883-888.—"Twenty-six deaf college students were interviewed in the language of signs and manual alphabet to obtain information concerning the symbolic and perceptual processes experienced in their dreams. It was found that the dreams of the congenitally deaf were vivid, brilliantly colored, and reported as fre-

quent in occurrence. Usually the language of signs was the means of communication in the dream, but in dreams in which affect was prominent, primitive signs were often utilized. The characteristic differences in the dreams of the deaf were most marked in the congenitally deaf, less marked in those with acquired deafness before age 5, and least marked in those with acquired deafness after age 5. The relevance of these findings to superego formation, non-verbal communication processes, and recent observations in experimental sensory deprivation is discussed."—*N. H. Pronko.*

8293. Miller, Maurice H., & Bella, Jeanne L. (Kings County Medical Center, Brooklyn, N.Y.) **Limitations of selected frequency audiometry in the public schools.** *J. speech hear. Dis.*, 1959, 24, 402-407.—3630 Oto-check tests in the Greenwich Public School system in a 1-year period showed that the audiometric frequency showing the greatest loss is not at 4000 cps. Screen testing limited to 2000 and 4000 cps frequencies will fail to detect a significant number of children with hearing losses. A 3-frequency test including 1000, 2000, and 4000 cps is almost as efficient as a complete 5-frequency sweep check, but the amount of time saved is negligible.—*M. F. Palmer.*

8294. Ohwaki, Yoshikazu; Tanno, Yuji; Ohwaki, Mieko; Hariu, Tohru; Hayasaka, Kazuko, & Miyake, Keiko. **Construction of an intelligence test for the blind.** *Tohoku psychol. Folia*, 1960, 18, 45-65.—The Kohs Block Design Test was translated into varying tactile surfaces using cloths of different textures. The blocks were enlarged, the time allowed increased. 345 totally blind, aged 8-20, in various Japanese cities, were tested with this modified Kohs. Scores and number of successful subtests increased with age, but distribution was bimodal. The inferior group was largest, above average next, with relatively few persons in the middle range. Conclusions are doubtful due to the small number of Ss.—*G. Rubin-Rabson.*

8295. Padden, Donald A. (Gallaudet Coll.) **Ability of deaf swimmers to orient themselves when submerged in water.** *Amer. Ann. Deaf*, 1959 (Sept), 104, 317-329.—105 male deaf students (28 congenital, 30 postmeningitic, 30 caused otherwise, and 17 due to undetermined causes) and 23 hearing Ss were timed from complete immersion to return to surface. 2 series of trials were employed; with eyes uncovered and with eyes covered. The meningitis group took significantly longer time than did any of the other groups. When the total population was restructured into good and poor balance groups, the poor balance group did significantly less well. The blindfolded meningitic group did less well than did the other groups when blindfolded.—*T. E. Newland.*

8296. Rosenberg, Philip E. (Temple U.) **Audiometric considerations in stapes-mobilization surgery.** *J. speech hear. Dis.*, 1959, 24, 21-24.—Stapes-mobilization surgery presents a less distinct prognosis for recovery of loss of hearing than fenestration. A case is presented calling attention to the fact that successful surgery on an ear with mixed deafness resulted in a marked loss of speech discrimination. Complete closure of the air-borne gap left the patient with a high-frequency nerve loss, and resultant difficulty in discriminating consonant

sounds. Methods for estimating the "Carhart notch" and predicting postoperative hearing levels are sorely needed.—*M. F. Palmer.*

8297. Rosenstein, Joseph. (Washington U., St. Louis, Mo.) **Perception and cognition in deaf children.** *Dissertation Abstr.*, 1960 (Mar), 20, 3859.—Abstract.

8298. Ruhm, Howard Bernard. (Northwestern U.) **Speech discrimination in low frequency noise.** *Dissertation Abstr.*, 1960 (Mar), 20, 3860-3861.—Abstract.

8299. Sortini, Adam J. (Children's Medical Center, Boston, Mass.) **Importance of individual hearing aids and early therapy for preschool children.** *J. speech hear. Dis.*, 1959, 24, 346-353.—Study of 25 school-age children ranging from 6 to 12 years of age and 60 preschool-age children in terms of early diagnosis, early therapy, and use of amplification in hearing for handicapped preschool children indicates that with favorable home environments and average or above average intelligence, a decision for school placement should not depend on db. loss alone. Individual hearing aids should be fitted as soon as possible after diagnosis is made. Application every waking hour and early therapy benefit not only the language development of children but behavior and personality as well.—*M. F. Palmer.*

8300. Weinblatt, Bert Allan. (New York U.) **The role of the organization of intellectual and emotional processes as it relates to performance on a physical rehabilitation program.** *Dissertation Abstr.*, 1960 (Apr), 20, 4181.—Abstract.

8301. Wright, Beatrice A. (U. Kansas) **Physical disability: A psychological approach.** New York: Harper, 1960. xx, 408 p. \$6.00.—An intensive as well as extensive review of the state of knowledge regarding somatopsychological aspects of human disability. Bibliography which includes most of the literature of scientific investigation in the field of the rehabilitation process, plus a wide variety of books and articles written by the disabled about themselves and their problems. Emphasizes the author's own views regarding such matters as status problems, the significance of frustration, problems of motivation, the impact of family and social milieu, self-valuation, and numerous other fundamental elements in the personality of the disabled.—*M. A. Seidenfeld.*

(See also Abstracts 7908, 7963, 8078, 8382)

EDUCATIONAL PSYCHOLOGY

8302. ———. **A report of First National Community School.** *J. educ. Sociol.*, 1959 (Dec), 33, 145-208.—The whole issue is given over to an explanation of the concept of the community school and a description of the Flint, Michigan, community school program. The Mott Foundation provides "the Flint Board of Education with funds necessary to carry out experimental projects in community improvement which otherwise might not be attempted by an elective body [and] by seeking to demonstrate the effectiveness of the public school as a focal point for the mustering of the community's resources, bringing those resources to bear on the complexity of problems facing any community." The rationale of

the schools' strategic position for such a program is discussed.—C. Epstein.

8303. **Academia Sinica, Institute of Psychology, Division of Educational Psychology. A study of the age of school enrollment.** *Acta psychol. Sinica*, 1959, 3(6), 375-386.—The school enrollment age is an important problem in the school system. In order to find out the school enrollment age best suited for children's psychological development, the author set up 6 experimental classes consisting of 6-year-old children (for comparison, corresponding classes of 7-year-old children were also set up). The present paper summarized the psychological characteristics of the 6-year-old children in adapting to the school environment, taking responsibility of their own learning, building up their moral quality as well as studying the major curriculum, i.e., language and arithmetic, when the same teaching materials given to the 7-year-old children were also tried on them. 1 year's study revealed that taking the present set-up in the school situation and the existing teaching method, it is feasible to allow children to begin their schooling at the age of 6. This study also pointed out the problems to be studied further, if the problem of school enrollment age is to be solved satisfactorily.

8304. **Angelino, Henry R.** ((U. Oklahoma) **Needed research.** *Rev. educ. Res.*, 1960, 30, 86-88.—More quantitative and qualitative research in education is needed. The number of hard-core research projects is small. All aspects of the adolescent—his characteristics, development, behavior, and education—need careful and thorough analysis. We know too little about the adolescent himself, what he thinks, why he behaves as he does, and why his peers so often exert more influence over him than his parents or other adults. In the educational sphere we see that one of our major tasks is to motivate these youngsters, particularly the more able, to continue their education beyond high school. Thanks to scientific rivalry with Russia, adequate education of the academically talented has commanded action. Underachievement is a persistent phenomenon.—F. Goldsmith.

8305. **Berkowitz, Pearl H., & Rothman, Esther P.** (Bellevue Hosp., NYC) **The disturbed child: Recognition and psychoeducational therapy in the classroom.** New York: New York Univ. Press, 1960. vii, 204 p. \$4.00.—Through a dynamic presentation of psychopathy teachers are exhorted to understand emotional problems of pupils and to accept and, at times, meet their needs. Implements offered are creative arts, simple projective devices, e.g., sentence completion, and imaginative techniques for teaching reading. Much case material and a classroom session transcript.—J. M. Reisman.

8306. **Bower, Eli M., & Holmes, Jack.** (California State Dept. Education, Sacramento) **Emotional factors and academic achievement.** *Rev. educ. Res.*, 1959, 29, 529-544.—Concepts are delineated relating to screening and identification, pupil-teacher interactions, and preventive and therapeutic programs for the emotionally disturbed child. Disabilities in the basic school subjects and their relationship to emotional factors are discussed. Most of the investigations reviewed could have been improved if the hypotheses tested had been set up within a

framework of specific theory. 142-item bibliog.—F. Goldsmith.

8307. **Darley, John G.** **The impact of federal support on higher education.** *Amer. Psychologist*, 1959(Aug), 14, 480-488.—A major university today, public or private, engaged in graduate teaching and research cannot maintain its stature without the present partnership with the Federal Government. The "problem between higher education and federal agencies is how to manage the future of a partnership that has been on balance eminently good over the past decade." Major sections are: The Educational Scene, Research Support (Alleged Evils of Federal Support, Benefits of Federal Support), A "Case History." Major "Institutions of higher education and those representing the scientific enterprise of the federal government are today completely dependent upon each other. . . this relationship can be wisely managed, in such a way that both national and local interests can be met and strengthened."—S. J. Lachman.

8308. **Eash, Maurice J.** (Ball State Teachers Coll.) **The school program: Nonclass experience.** *Rev. educ. Res.*, 1960, 30, 57-66.—A discussion of organized learning experiences held under the auspices of the school (but generally not as an integral part of the formal academic curriculum) under 3 headings: definition, problems and concerns, and trends. 73-item bibliog.—F. Goldsmith.

8309. **Ellis, Joseph R.** (Indiana State Teachers Coll.) **The school program: General instructional procedures.** *Rev. educ. Res.*, 1960, 30, 49-56.—Attention is given to 4 basic aspects of instruction: organization of the learning situation, maintenance of interpersonal relations conducive to effective learning, guidance of learning experiences, and evaluation of learning. Methodical research in the last 6 years has tried to adapt scientific and technological developments to improve educational methods. Most studies reveal a greater concern for techniques of instruction than for a broader concept of method. The need for a theoretical framework to guide research in the area of methodology is critical for the entire field of education. 59-item bibliog.—F. Goldsmith.

8310. **Fauls, John Thomas.** (Florida State U.) **Superior readers versus mediocre readers: A comparison of ego organizations.** *Dissertation Abstr.*, 1960(Feb), 20, 3376-3377.—Abstract.

8311. **Ferreira, Joseph R., & Oakes, Phillip W.** (Arcade, California Public Schools) **Automatic data processing: An aid in studying pupil characteristics.** *Calif. J. educ. Res.*, 1960(Jan), 11, 3-6, 46.—Procedures involved in processing data on public school children and possible studies which school systems can make are presented. Among the illustrative findings on their 687 5th-graders are these psychological tidbits: median percentile on the California Achievement Battery fell in the 7th decile, mean on California Test of Mental Maturity (CTMM) IQ was 111, some 9% of the pupils had been evaluated by psychological service, reading test results correlated .81 with CTMM IQs, and a -.11 correlation existed between the number of siblings and achievement.—T. E. Newland.

8312. Frymier, Jack R. (Alabama Polytechnic Inst.) **Research for undergraduates in teacher education.** *J. Teacher Educ.*, 1959 (Dec), 10, 413-416.—Does involvement in reading original research reports or doing research as an undergraduate effect a change in attitude toward research? In pre- and posttests on knowledge of the scientific method, results convinced the author that undergraduates are able and should do and read research.—E. M. Bower.

8313. Glazer, Nathan. (Smith Coll.) **Three possible contributions of sociology to education.** *J. educ. Sociol.*, 1959 (Nov), 33, 97-104.—Sociology may have contributions to make to education in 3 areas: the problem of uncertain knowledge (the process whereby knowledge held only tentatively by scientists becomes solidified into certainty in institutional settings), the unintended influence of institutional settings (e.g., do institutional procedures help or hinder the fulfillment of those needs which are independent of the institution's formal objective), the impact of class background on personality and achievement (e.g., how distinct are the values of American lower classes, to what extent do these classes share general American values, what are these general American values and from what do they derive).—C. Epstein.

8314. Gottsegen, Monroe G., & Gottsegen, Gloria B. (Eds.) (VA Regional Office, NYC) **Professional school psychology.** New York: Grune & Stratton, 1960. vi, 292 p. \$7.75.—24 persons in the disciplines of education, psychiatry, clinical psychology, and sociology present a discussion and evaluation of current problems. The 1st section, on school and community, is presented in the main from a socio-psychological point of view. Examples: social and cultural changes in the suburbs affecting the school, problems of middle class urban neighborhood, deprived neighborhood and its influence, prejudice and its effect upon the child. In Section II psychological skills and techniques in testing and psychotherapy are discussed. The 3rd section concentrates upon specific problems in the handling of emotionally disturbed, retarded, and exceptionally gifted children. In the final section the principles of techniques of research for increased contribution to the field of school psychology are discussed. 288 refs.—F. Goldsmith.

8315. Hofmann, Helmut. **Children's drawings as an indication of readiness for first grade.** In *Inter-Institutional Seminar in Child Development, Collected papers: Inter-institutional seminar in child development, 1957* (see 34: 5667). Pp. 33-47.—Since art work is so important in kindergarten programs the nature of children's drawings should provide us with important data as to children's readiness for 1st-grade work. 428 drawings of 18 children were examined in sequential order of production using as criteria the following: creative approach to the task, composition of the picture, color usage, and orientation to task. The "nature" of the drawings does show a child's readiness-level for the 1st grade. Successful performance in the art program depends mainly upon the totality of the child's development—the degree of integration of the physical, mental, emotional, and social dimensions.—H. Angelino.

8316. Karl, S. Donald. (Ed.) **The college handbook.** New York: College Entrance Examination

Board, 1959. xlix, 556 p. \$2.00.—Directed to students, parents and guidance counselors. It contains descriptive statements of each institution, written by member colleges for the College Entrance Examination Board. Each statement also summarizes terms of admission, study programs, degrees granted, expenses, and financial aids.—R. Glaser.

8317. Lawhead, Victor B. (Ball State Teachers Coll.) **The school program: Aims of secondary education.** *Rev. educ. Res.*, 1960, 30, 23-33.—A general review from 1954 to 1959. 54-item bibliog.—F. Goldsmith.

8318. Los Angeles County Schools, Division of Research and Guidance. **Guiding today's children.** Los Angeles, Calif.: California Test Bureau, 1959. xi, 295 p. \$4.75.—". . . a resource for teachers and administrators in understanding and helping boys and girls in elementary schools." This book replaces the Guidance Handbook for Elementary Schools published in 1948. The 3 major parts are: studying and understanding children, understanding and planning for children with special needs, school staff work together for children and evaluating guidance services. Part I includes chapters on teacher observing and listening, child expression of ideas and feelings, study of children in groups, and use of standardized tests and records. Part II deals with the mentally retarded child, vision and hearing difficulties, speech problems, emotionally disturbed children, and the bright and gifted. Chapters in Part III discuss the use of records in guidance; planning a school-wide testing program; grouping for learning; evaluating growth and learning; working with parents, use of special study, guidance conferences, and committees; working with the community; and stimulating the staff's professional growth. The book also includes a very brief Part IV on evaluating guidance services and 2 appendices. The 1st appendix provides sample forms and records, and the 2nd provides a comprehensive list of standardized tests grouped by type.—W. Coleman.

8319. McClusky, Howard Y. (U. Michigan) **Some propositions in support of the community school: A summary.** *J. educ. Sociol.*, 1959 (Dec), 33, 179-183.—(see 34: 8302) 8 propositions maintaining that a very small percentage of the regular school budget will provide funds for a program which brings most of the community population into active participation in courses and other programs held in the schools. This increases the willingness of the public to support the schools and strengthens family ties because people of all ages gather at the local schools. The community school may become a center for the consideration and solution of neighborhood problems, a major educative force for all people, helping to "create a set of common values which contribute to the intellectual and spiritual life of the community." Because of the universality of the community school, it provides a basis for meaningful communication with people of other countries. Ultimately, it is a test of the validity of American ideals because of its democratic structure and functioning.—C. Epstein.

8320. Mendenhall, Charles B., Laughlin, Hugh D., & Harmer, Earl W. (Ohio State U.) **The school program: Curriculum content and organization.** *Rev. educ. Res.*, 1960, 30, 34-48.—Special

emphasis since 1954 is: development of curricula for the academically gifted or talented and the juvenile delinquent, the core program, and appraisal and criticism of secondary education. 100-item bibliog.—*F. Goldsmith.*

8321. Montague, Joel B., Jr. (State Coll. Washington) **Some problems of selection for secondary schools in England: Implications for the U. S.** *J. educ. Sociol.*, 1959 (Apr), 32, 374-378.—Major criticisms of both Labour and Conservative political leaders in England are summarized: the examination system arouses emotional tension and anxiety, a child of 11 is too young to be subjected to the rigorous exam, the validity of the exam is questioned, selection system results in class distinctions, selection is not on basis of ability, and the serious drop-out problem.—*S. M. Amatora.*

8322. Muntz, Earl E. (New York U.) **Education and scarcity in the top level labor force in the United States.** *J. educ. Sociol.*, 1959 (Nov), 33, 105-123.—Discussion of the factors precipitating the imbalance between the growing need for high level employees in business, industry, and science and the supply of college graduates. "If America is to have an adequate high quality top level labor supply, it would seem that the solutions lie in a reemphasis upon basic secondary education, adequate financial support for public and private sectors of higher education, and assistance to capable young persons so that the individual and the nation may capitalize upon their talents. Dedication to higher education of a larger share of the gross national income, derived from taxes, from the public, and from private industry, seems to offer the only ultimate means of satisfying the steadily growing demand for a larger proportionate labor supply of the highest quality needed in the economy."—*C. Epstein.*

8323. Redl, Fritz, & Wattenberg, William W. (Wayne State U.) **Mental hygiene in teaching.** New York: Harcourt, Brace, 1959. xiv, 562 p. \$5.50.—The purpose of this textbook is to bring teachers some basic principles of mental hygiene and to relate these principles to the educational process. Discussions of motivation, behavior mechanisms, growth, normality, and adjustment are followed by applications in classroom learning and the social structure of the school. Research in clinical and social psychology is used to document the principles presented. In sections on "Diagnostic Thinking" and "Influence Techniques" ways are shown in which information on causes of children's difficulties can be used to devise constructive programs for coping with school difficulties. A mental health glossary and audio-visual aids are included.—*R. A. Hagin.*

8324. Ryan, W. Carlson. (U. North Carolina) **Review of psychiatric progress 1959: Mental health in education.** *Amer. J. Psychiat.*, 1960 (Jan), 116-641.—*N. H. Pronko.*

8325. Sprigle, Herbert A. (Pennsylvania State U.) **A factor analytic study of family relationships in a group of academic achievers and under-achievers.** *Dissertation Abstr.*, 1960 (Jan), 20, 2894-2895.—Abstract.

8326. Thistlethwaite, Donald L. (National Merit Scholarship Corp., Evanston, Ill.) **College environments and the development of talent.** *Science*,

1959 (Jul), 130, 71-76.—"A method for comparing the effectiveness of undergraduate colleges in stimulating their students to seek the PhD is described. The procedure yields separate measures of productivity in the natural sciences and in the arts, humanities, and social sciences adjusted to control differences in college talent supplies." Tables of results are presented indicating relationships between PhD productivity and (a) type of undergraduate institution, (b) geographical location of institutions, (c) religious affiliation of institution, and (d) college characteristics. Traits of faculty behavior related to PhD productivity are discussed and summarized in 2 tables. "The results suggest that the productivity measures have substantial validity, and argue for the importance of faculty behaviors in stimulating or inhibiting intellectual achievement."—*S. J. Lachman.*

8327. Travers, Robert M. W. **An introduction to educational research.** New York: Macmillan, 1958. xvii, 466 p. \$5.75.—2 types of readers are envisioned for this book: educational research workers and users of educational research results, such as teachers. Emphasis is placed on conducting research within a framework of theory and the relationship of educational research to social science research. The content of educational research includes human development, curriculum, sociological and economic conditions affecting education, educational engineering, and institutional research. In discussing the research process, separate chapters are devoted to the following topics: selecting the problem, measurement in research, use of multiple observations in measurement, validity of measurement, nature of observation with some direct approaches, complex procedures and indirect approaches to observation, survey methods, prediction studies, studies of development, experimentation in education, problems of research design, and data processing and reporting. The concluding chapter discusses the major factors eliciting educational research. Ammons' theory of error is given in the appendix as an example of a behavioral science theory. 110-item bibliog.—*W. Coleman.*

(See also Abstracts 6787, 6797)

SCHOOL LEARNING

8328. Abercrombie, M. L. Johnson. **The anatomy of judgment.** New York: Basic Books, 1960. 156 p. \$4.50.—The author reveals her experiences in teaching students that "we learn to make better judgments if we can become aware of some of the factors that influence their formation." Students were registered in biology courses. In Part I of the book, the author deals with how existing schemata influence perception of data, beliefs about studied materials, and acquisition of facts. In Part II she describes how students improved their thinking in a group discussion class by becoming aware of the personal element in defining terms, by classifying data, by evaluating evidence, and by learning to tolerate change.—*N. M. Chansky.*

8329. Anderson, C. C. (U. Alberta) **The new STEP Essay test as a measure of composition ability.** *Educ. psychol. Measmt.*, 1960, 20, 95-102.—4 sources of test error exist for the composition test: unrepresentativeness of the sample topic, inconsistency in the composition function, variation in mark-

ers, and differences in marking occasions. 55 8th-grade students were given the topics from both forms of the STEP Essay Level 3 in 8 different occasions with 3 markers used. Analysis of variance showed significant variance for different testing occasions, markers, and tests as well as the interaction of markers with marking occasions. Well-known sources of variability in marking seem to remain despite the marking schedule for the STEP.—*W. Coleman.*

8330. Barlow, J. A. **Project tutor.** *Psychol. Rep.*, 1960, 6, 15-20.—The "self-instruction device" or "semi-automatic tutor" (the "teaching machine") "permits the student to work at his own pace and to actively interact with the author of the 'program' (sequence of questions and answers) through the medium of the device. The basic factors involved in the success of such devices as teaching aids appear to be: (1) immediate information of his correctness at each step provided to the student as he works; (2) a study program which covers the material by small steps and leads the student by successive approximations to a mastery of material which is adaptable to this procedure; (3) complete information as to individual student progress provided to the instructor."—*C. H. Ammons.*

8331. Bean, John E. (Brigham Young U.) **Arithmetical understandings of elementary-school teachers.** *Elem. sch. J.*, 1959 (May), 59, 447-450.—A questionnaire devised to determine the relationship between test scores (Glennon's Test of Basic Mathematical Understandings) and various criteria including teachers' self-perceptions of mathematical competence before and after taking the test, the teachers' attitudes toward teaching arithmetic, and variables that might influence a teacher's understandings as measured by the test was sent to 450 classroom teachers in 7 of the 40 school districts in Utah. Results indicated that teachers' scores increased with both amount of college preparation and years of experience.—*S. M. Amatora.*

8332. Blanchard, Marion U. (Fordham U.) **Arithmetic redirected.** *Cath. Educator*, 1959 (Nov.), 30, 199-201.—Based upon the principles of educational psychology, a new program for learning and teaching arithmetic developed from an understanding of the basic principles of mathematics is presented in a step-by-step approach for all elementary grades. Mathematical concepts are developed, visual material utilized, and the entire program reorganized and accelerated.—*S. M. Amatora.*

8333. Blyth, John W. (Hamilton Coll.) **Teaching machines and human beings.** *Educ. Rec.*, 1960, 41, 116-129.—Discussion of the use of teaching machines as developed by Skinner. Observations are based on an experimental class in logic. Advantages in the use of machines, program requirements and techniques, as well as educational implications, are treated. Major advantages are increased efficiency of learning and greater mastery of subject matter.—*W. W. Meissner.*

8334. Catterall, Calvin D., & Weise, Phillip. (San Gabriel Schools, Calif.) **A perceptual approach to early reading difficulties.** *Calif. J. educ. Res.*, 1959 (Nov), 10, 212-219, 225.—Disturbances in perceptual, maturational, and psychological development need to be considered in addition to factors of

a "procedural" and a "psychological" nature. Screening techniques and instructional procedures should incorporate consideration of perceptual factors which necessitate the evaluation of facets such as the child's mobility, visual-motor functioning, body and space orientation, and figure-background orientation. "The movement away from labeling [children] as 'brain injured' to 'neurologically handicapped' and even 'biologically impaired' denotes that current thinking is being directed to the concept that many . . . have a disturbance in the perceptual-development growth of the child, rather than any definite trauma to the brain cells as the older term implied."—*T. E. Newland.*

8335. Daniels, J. C., Diack, Hunter. (U. Nottingham, England) **The phonic word method.** *Read. Teacher*, 1959 (Oct), 13, 14-21.—"In teaching children to read we are not teaching the meanings of words, but the meanings of letters. . . . A letter is . . . an instruction . . . to use . . . voice muscles in such a way as to produce a particular sound." The concept of "seeing as a whole" is criticized. The author's method of reading instruction is described; features are: vocabulary control by phonic complexity, close attention to relationship of visual and aural analysis, teaching phonics by whole words and in a functional manner. 2 investigations of this method compared with others are reported briefly. In both the groups taught by the author's method results are statistically significantly higher. Differences of author's with Flesch's point of view are discussed. 16 refs.—*C. R. Wurts.*

8336. Durkin, Dolores. (Columbia U.) **A case-study approach toward an identification of factors associated with success and failure in learning to read.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 26-33.—Test data (Harrison-Stroud Reading Readiness Test, Lee-Clark Reading Test, Pintner-Cunningham, Primary Mental Abilities, and the Revised Stanford-Binet), teacher reports, and evaluation data are presented on 6 1st-grade boys. The complexity of the contributing factors is briefly discussed.—*T. E. Newland.*

8337. Eisner, Sigmund, & Rohde, Kermit. (Oregon State Coll.) **Note taking during or after the lecture.** *J. educ. Psychol.*, 1959, 50, 301-304.—Students in a college English literature class were given 2 lectures. During one they took notes and studied afterward; during the other they listened and then took notes and studied afterward. Several days later they were given the "early" test of true-false items and an essay question; 3 weeks later the "late" test of true-false items only. The data on 44 students gave no significant differences between the 2 methods on either the early or the late true-false test (either for the total group or for good and poor students taken separately). Nor did the comparison of the essay tests from the "during" and "after" groups yield a significant difference. Hence, no evidence was found to support the belief that note-taking itself during lecture is any more effective than note-taking immediately after lecture.

8338. Fry, E. **Teaching machine dichotomy: Skinner vs. Pressey.** *Psychol. Rep.*, 1960, 6, 11-14.—"In the field of teaching machines there is a dichotomy of opinion with respect to response mode, step, size, amount of error desirable, learning theory, views

on intelligence, and the supplementing of traditional instructional methods. What we need now are a lot of good experimental studies, both theoretical and applied in nature.—C. H. Ammons.

8339. Gliessman, David. (U. Illinois) **Understanding in reading from the viewpoint of sentence psychology.** *Read. Teacher*, 1959 (Oct), 13, 22-28.—The reading process and teaching of reading is analyzed in terms of O. H. Mowrer's sentence conditioning theory (see 29: 5637). "Spoken words . . . arouse meaning responses as they . . . become signs of real experiences." By conditioning printed words become signs of experiences. In developing sentence meaning a subject becomes a conditional stimulus and a predicate an unconditional stimulus; the reader needs to actively search out this relationship. Some implications for teaching of reading and reading retardation are pointed out. 20 refs.—C. R. Wurtz.

8340. Goins, Jean Turner. (North St. Paul-Maplewood Schools, Minnesota) **Visual and auditory perception in reading.** *Read. Teacher*, 1959 (Oct), 13, 9-13.—Reading-readiness perceptual training is designed to focus the child's attention to certain types of his visual and auditory experiences. A good reader has or develops "strength of closure" in visual perception. Training in recognition of phonetic units and their order is significant in auditory training. "As soon as the child learns several words by the look and say method . . . attention should be called to the sequence and pattern of letters in the words . . . for the relation of the parts to the whole is of paramount importance in accurate recognition." Suggestions are made for teaching the slow developing reader.—C. R. Wurtz.

8341. Jarolimek, John, & Foster, Clifford D. (San Diego State Coll.) **Quantitative concepts in fifth-grade social-studies textbooks.** *Elem. sch. J.*, 1959 (May), 9, 437-442.—After an analyses of 3 widely used textbooks, a multiple-choice test of 48 items was prepared and administered to 500 children in 15 schools in San Diego County, California. The study revealed that children who are average or better in intelligence and in reading ability understand about $\frac{1}{2}$ the concepts in their social studies textbooks. Children below average in intelligence or in reading ability understand less than $\frac{1}{4}$ of the concepts.—S. M. Amatora.

8342. Keislar, Evan R. (U. California, Los Angeles) **The development of understanding in arithmetic by a teaching machine.** *J. educ. Psychol.*, 1959, 50, 247-253.—14 elementary school pupils responded individually to a set of 110 multiple-choice items in a teaching machine. The performance of each child was graphically recorded. Ss performed significantly better on a test of understanding of areas of rectangles than did their matched controls who received no planned instruction on this topic. The principles of programing are discussed and illustrated. Suggestions given for the revision of the program, which appeared to be too difficult for most pupils, include the introduction of smaller step and a greater variety of types of multiple-choice items.

8343. Klugh, H. E., Deterline, W. A., & Henderson, D. E. (Alma Coll.) **A note on the teaching of Skinner's descriptive behaviorism in the fifth grade.** *J. educ. Psychol.*, 1960 (Apr), 51, 74-75.

—An unselected 5th-grade class of 33 children served as Ss in an exploratory study of the limits and possibilities of teaching simple concepts of Skinner's behaviorism in the elementary grades. Skinner box demonstrations were given twice a week as part of the regular science program. Concepts demonstrated were reinforcement, extinction, secondary reinforcement, discrimination, generalization, partial reinforcement, and chaining. Children operated the apparatus, drew graphs, and took part in discussions relating the concepts demonstrated to human behavior. The children were enthusiastic, interested, and apparently acquired an elementary understanding of these concepts in terms of human behavior.—Author abstract.

8344. McCracken, Glenn. (New Castle Public Schools, Pa.) **The value of the correlated visual image.** *Read. Teacher*, 1959 (Oct), 13, 29-33.—The New Castle Reading Experiment, now in its 13th year, is described as testing the use of the correlated visual image in primary reading. This teaching method uses film strips for initial instruction, then follows with workbooks and books for practice and extended reading. "In 37 different classes achievement scores have been about 40% improved." Much improvement has been realized among slower children. Success is ascribed to increased interest, longer attention span, vividness of percepts, increased group discussion, use of the blackboard for writing on the projected image, better class control, and greater opportunity for word games. The larger type size at a distance seems to be better suited to the visual needs of younger children.—C. R. Wurtz.

8345. Maillard, M., Lafargue, O., Malvy, L. **Le dépistage de la dyslexie.** [The detection of dyslexia.] *BINOP*, 1959 (Nov-Dec), 15, 291-322.—Dyslexia is little understood. Parents are amazed to be told that their children's difficulties in learning to read are a curable "illness." Dyslexia is used to cover all problems in learning to read and spell. Causes may be hypoacusis, retardation in language development, or difficulties in spatial-temporal organization. WISC subtests especially useful in diagnosis of dyslexia are: Information, Memory for Digits, Picture Arrangement, and Object Assembly. Case studies illustrate problems in dyslexia.—F. M. Douglass.

8346. Masuda, Koichi; Tanaka, Seigo; Nakanishi, Nobuo, & Seki, Jyun-ichi. (Osaka U., Japan) **Kaka kyōka kyōikuhō ni kansuru kyōiku shinrigakuteki kenkyū: IX. (Shokugyōka) Mokkō no kihon dōsa no hyōka ni kansuru kenkyū.** [Psychological studies on learning of school subjects: IX. Educational psychological study of teaching methods of vocation as a subject of secondary school.] *Jap. J. educ. Psychol.*, 1959, 7, 170-175.—(see 34: 8355) 61 boys were randomly selected from the 8th grade of 3 secondary schools. 3 fundamental tasks of woodwork, sawing, planing and holemaking; a mechanical aptitude test; and vocational aptitude test were performed by the Ss. It was found that "there was no correlation among the scores except one between quantities of sawing and hole-making, both of which contain the same factor of speed." English summary.—S. Ohwaki.

8347. Matsubara, Tatsuya. (Tanaka Inst. Educational Research, Japan) **Readiness ni kansuru**

jikkenteki kenkyū: Jyōhō kuku o chūshin ni. [An experimental study on readiness: For multiplication facts.] *Jap. J. educ. Psychol.*, 1959, 7, 148-158. —Ss were 1046 children of 2nd and 3rd grades in primary school. They were divided into 4 homogeneous groups and the experiment started at different times of the year for each group. Beside 5 arithmetic tests which were given in 16 weeks, intelligence test, guess-who test, self-diagnosis test, preference test, memory-ability test, home environment test, etc., were administered. The standard of the Committee of Seven on Grade Placing of Arithmetic Topics was adopted as the criterion of mastery of the multiplication facts learning. It was found that the most adequate mental level for the teaching of multiplication facts was 8-1. From the results of personality tests, 10 factors were enumerated as in favor of arithmetic readiness. English summary.—S. Ohwaki.

8348. Miller, Neal E. (Ed.) **Graphic communication and the crisis in education.** Washington, D.C.: National Education Association, 1957. 120 p. \$2.00.—The persistent teacher shortage focuses attention on the greater utilization of newer audio-visual materials to improve the teaching-learning process. Phonograph records in foreign language teaching, tape recorders in public speaking classes, eye-movement cameras for the diagnosis of poor reading habits, and projection devices to cure such habits are examples of the application of new techniques by "alert teachers." Pictorial and film tests are suitable, as demonstrated by J. C. Flanagan's studies during World War II, for such subjects as art, architecture, map reading, shop safety, etiquette, and leadership. The pupils "learn to perceive complex patterns of stimuli and respond appropriately to them." The 1st part of this volume is concerned with the barriers to the optimum use of graphic communication and the techniques for overcoming them. The 2nd part deals mostly with an analysis of research on the fundamental factors of teaching learning via graphic media: drive (motivation), cue (stimulus), response (participation), and reward (reinforcement). The book concludes with suggestions for further research. 75-item bibliog.—W. W. Brickman.

8349. Mooney, Ross L. (Ohio State U.) **The perceptive process in reading.** *Read. Teacher*, 1959 (Oct), 13, 34-39.—"Reading is a process of getting meaning from the environment so that man can get what he needs to maintain and fulfill his life." The perceptual process of reading is analyzed in terms of the part-whole problem. By means of a demonstration using lines "the part-whole problem is . . . seen to be a function of the interplay between past experience and immediate impingements from sensory sources." In instruction the teacher uses a change in one part of the stimulus to bring about a change in the whole of an idea.—C. R. Wurtz.

8350. Morgan, Elmer F., Jr., & Stucker, Gerald E. (Monroe County Schools, Ida, Mich.) **The Joplin plan of reading vs. a traditional method.** *J. educ. Psychol.*, 1960 (Apr), 51, 69-73.—This study involved 90 matched pairs of 5th and 6th graders, who were matched on 2 initial measures of reading and IQ. The Ss and teachers were randomly assigned to experimental and control groups of 2 levels, average-and-above and average-and-below. The experimental Ss received reading instruction in

reading groups of their own reading level (the Joplin plan), the control groups in traditional self-contained classrooms. The experiment ran for 1 year, at which time the experimental groups made significant gains. It was suggested that the obtained superiority might be due to the lowered variance of the experimental groups, which allowed the teacher to offer more verbal and emotional rewards, but more particularly allowed the slow student to function in a nonthreatening atmosphere which maximized positive feedback from readable materials.

8351. Nakano, Sukezo. (Tokyo U., Japan) **Kaku kyōka kyōikuho ni kansuru kyōiku shinrigakuteki kenkyū: XI. Taiiku gakushū fushin no genin ni suite.** [Physiological studies on learning of school subject: XI. The causes of difficulty in learning the gymnastic exercises.] *Jap. J. educ. Psychol.*, 1960, 7, 236-242.—(see 34: 8346) Upper 5 (B group) and lower 5 (A group) children of the class in physical education were selected from 6 classes in a high school. Results were as follows: (a) More Ss were below averages in height and weight and thought themselves slow in action in A group than in B group. (b) More Ss were below average in IQ and poor in other school subjects in A group than in B group. (c) More Ss judged themselves shy in A than in B group. (d) More Ss suffered from the disadvantage caused by the teacher's plan and technique of guidance in A than in B group. English summary.—S. Ohwaki.

8352. Nelson, Wallace B. (Kansas State U.) **An experiment with class size in the teaching of elementary economics.** *Educ. Rec.*, 1959 (Oct), 40, 330-341.—An experiment is reported which tested the hypothesis that teaching effectiveness is not significantly related to class size. Large and small groups of students were matched for major subject, student classification, and sex; remaining differences were eliminated by analysis of covariance. The students were evaluated by written objective tests and final grades. The conclusion is reached that "large classes of from 85 to 140 can be taught as effectively as small classes of 16 to 20."—W. W. Meissner.

8353. Newton, Eunice Shaed. (Morgan State Coll.) **Empirical differences between adequate and retarded readers.** *Read. Teacher*, 1959 (Oct), 13, 40-44.—Ss were 176 adequate readers and 118 retarded readers in freshman class of a Negro college. Findings: (a) 84% of the adequate and 66% of the retarded readers attended secondary schools in Maryland, District of Columbia, or regions north or west of Maryland (significant at .01 level). (b) No significant differences found in size of secondary schools. (c) Parents of adequate readers were significantly higher (at .01 level) in occupational status. (d) More females in adequate group and more males in retarded group but differences were not significant. (e) 69% of retarded group were average and 80% of adequate group were in younger student group. (f) A strong association of adequate reading performance and high college average was found. "This study suggests the deleterious effect of meager backgrounds upon intellectual aggressiveness."—C. R. Wurtz.

8354. Piaget, Jean; Inhelder, Bärbel, & Szeminska, Alina. **The child's conception of geometry.** New York: Basic Books, 1960. vii, 411 p. \$7.50.—

English translation of the original French edition. How children reconstruct their own changes in position by relating self to the spatial field and how these reconstructions eventually lead to measurement is presented. This is followed by discussions of conservation of length as a fundamental prerequisite in measurement and a detailed analysis of Euclidian metrics. Outline of the method of data gathering by interviews is presented.—E. M. Bower.

8355. Sawada, Keisuke; Azuma, Hiroshi; Hidano, Tadashi; Jimbo, Shin-ichi; Tomimoto, Yoshiro; Murase, Takao; Hatori, Hiroyoshi, & Haga, Jun. (Tokyo U., Japan) *Kaku kyōka kyōiku hō ni kansuru kyōiku shinrigakuteki kenkyū: VIII. Eigoka ni okeru gakuyō fushinji no kenkyū*. [Psychological studies on learning of school subjects: VIII. Children of inferior ability in learning the English language.] *Jap. J. educ. Psychol.*, 1959 (Sep), 7, 96-107.—(see 34: 6540) The 1st year of this investigation revealed that the superior pupils showed more interest in English while the inferiors showed little interest and complained about the teachers' personalities. In the 2nd year, the relationship between the teaching method, pupils' English ability, and the difference in ability between the superior and the inferior groups were investigated. The inferior group showed difficulties in memorizing words, composition, and others. Due to the difficulty in evaluating teaching method, no clear relationship was found between teaching method and pupil's ability. English summary.—S. Ohwaki.

8356. Sire, Heller, Beaussier. *Le dépistage des troubles de l'orthographe et de la lecture*. [The detection of difficulties in spelling and reading.] *BINOP*, 1959 (Nov-Dec), 15, 323-325.—In an investigation of poor scholarship among secondary school students, $\frac{1}{2}$ were found to have reading and spelling problems as important factors in their difficulties. A process of screening these pupils as candidates for special help was set up. Procedures included: a battery of tests, a questionnaire for parents, and information as to type of problem.—F. M. Douglass.

8357. Smith, Donald E. P., & Carrigan, Patricia M. (U. Michigan) *The nature of reading disability*. New York: Harcourt, Brace, 1959. viii, 149 p. \$6.00.—The synaptic transmission model, based on cholinesterase-acetylcholine balance, is proposed to conceptualize severe reading disability. Severe blending deficiency, slow reading rate, and deficient sound and sight discrimination constitute reading disability. Statistical data support the authors' contention that a synaptic transmission model orders into unity diverse reading phenomena, encompasses a broad scope of reading behaviors, takes into account correlates of reading disability, is useful in predicting treatment outcomes, and can be subjected to experimental test. Illustrative cases of chemical and reading therapies are presented.—N. M. Chansky.

8358. Sutherland, Thomas Estill. (U. Kentucky) *The effect of school departmentalization on the organization of certain mental abilities*. *Dissertation Abstr.*, 1960 (Apr), 20, 4167.—Abstract.

8359. Vernon, M. D. (U. Reading, England) *The perceptual process in reading*. *Read. Teacher*,

1959 (Oct), 13, 2-8.—The skilled reader focuses his eyes on key words, perceiving them simultaneously, and by utilizing the general context infers meaning of whole phrases and sentences. From experimental evidence the processes by which children learn to become skilled readers is analyzed: parts of words perceived, utilization of word shapes, association of phonetic units and meaning, mental age requirements, place of reading readiness, perception of letter orientation and letter order. Some notes made on teaching methods in reading. 22 refs.—C. R. Wurtz.

8360. Wagenheim, Lillian. *First memories of "accidents" and reading difficulties*. *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 191-195.—Studies with children in 3 different elementary schools indicate that boys with the lowest intelligence scores tended to recall first memories of accidents and physical aggression, and boys whose reading deviated most from IQ expectancy tended even more significantly to recall such memories. This relationship was not true for girls.—R. E. Perl.

8361. Ward, Louis Randolph. (Purdue U.) *A comparison of two methods of teaching writing in a course in communication skills*. *Dissertation Abstr.*, 1960 (Jan), 20, 2895-2896.—Abstract.

8362. Weaver, Carl H. (Central Michigan U.) *Semantic distance between students and teachers and its effect upon learning*. *Speech Monogr.*, 1959 (Nov), 26, 273-281.—"Semantic distances were measured between 290 12th-grade students and their teachers. The student attitudes toward selected aspects of the educative process were found to be significantly related to students' membership groups, and influenced student learning behavior about as much as intelligence."—D. Lebo.

8363. Willey, C. F. *A completion item teaching machine for routine classroom use*. *Psychol. Rep.*, 1960, 6, 89-90.—"A simple procedure is described in which the essential features of a completion-item teaching machine are combined in a device of negligible cost."—C. H. Ammons.

8364. Yeh, Shen. (Inst. Psychology, Acad. Sinica) *Primary school students' vocabulary*. *Acta psychol. Sinica*, 1959, 3(6), 387-400.—To master a certain amount of vocabulary of everyday use is an important factor in the training of reading and expressing abilities and is also one of the key problems in the overall improvement of the quality of the language teaching. In many schools, the situation in the 1st and 2nd grade, as far as the childrens' vocabulary is concerned, has been not very satisfactory. Through a rather broad investigation it was concluded that 7- and 8-year-old children may learn more Chinese characters and learn them better only if the teachers improve the method of instruction. The method of teaching in several excellent classes and several unsatisfactory ones was analyzed. The result showed that the better way of teaching is to instruct the pupils to analyze the structure of the Chinese characters and to build the habits of purposeful memorization and of active thinking. Thus, the results of teaching depend not only on the teaching of the characters but also on the instruction of the method of learning. A preliminary experiment was also carried out. The results of the experiment confirmed the hypothesis that analyzing the structure of

characters is an effective method for the mastery of characters. Further studies are necessary for the clarification of the development of the analyzing and synthesizing processes in learning vocabularies.

(See also Abstracts 7531, 7963)

INTERESTS, ATTITUDES, & HABITS

8365. Cratty, Bryant J. (U. California, Los Angeles) **Athletic and physical experiences of fathers and sons who participated in physical fitness testing at Pomona College, 1925-1959.** *Calif. J. educ. Res.*, 1959 (Nov), 10, 207-211.—Questionnaire responses of 24 fathers and their sons indicated: "Those passing the tests were, on the average, lighter in body-weight; had usually participated in high school athletics; had engaged in manual labor as a part-time high school job; and held a slightly higher opinion of physical education than did those who failed the tests. The fathers, as a group, were generally shorter and lighter in weight, and had participated slightly less in high school athletics, in high school physical education programs, and in manual labor than had their sons. In addition, the fathers held a lower opinion of the physical education program than did the younger generation."—T. E. Newland.

8366. Flanders, Ned A., & Havumaki, Sulo. (U. Minnesota) **The effect of teacher-pupil contacts involving praise on the sociometric choices of students.** *J. educ. Psychol.*, 1960 (Apr), 51, 65-68.—Data were collected from 330 10th-grade students after they had interacted with a teacher who praised the participation of some of them individually and the participation of others as a group. The results of this experiment indicate that teacher-pupil interaction involving praise that is supportive and constructive increased the sociometric choice value of a student, indicating greater acceptance by his peers.

8367. Gnagey, William. (Manchester Coll.) **Some effects on non-target classmates of a deviant student's power and response to a teacher-exerted control technique.** *J. educ. Psychol.*, 1960 (Feb), 51, 1-8.—4 classes of 5th graders (N=130) were shown a science film during which a male classmate misbehaved, became the target of a control technique emitted by a new teacher, and reacted in a prearranged defiant or submissive manner. Classmates who saw deviants submit to the teacher's control technique perceived the teacher to be more expert and powerful, perceived the control technique to be fairer, and learned more film facts than did classmates who saw deviants defy. Many of these effects were more pronounced when deviants had high power than when they had low power.

8368. Jackson, Philip W., & Getzels, Jacob W. **Psychological health and classroom functioning: A study of dissatisfaction with school among adolescents.** *J. educ. Psychol.*, 1959, 50, 295-300.—This investigation examines the differences in psychological functioning and classroom effectiveness between 2 groups of adolescents—those who are satisfied with their recent school experiences and those who are dissatisfied. The major findings point to: (a) the relevance of psychological health data rather than scholastic achievement data in understanding dissatisfaction with school; (b) the importance of differentiating the attitudes of dissatisfied girls from

those of dissatisfied boys, the former being characterized by feelings of personal inadequacy, the latter by feelings critical of school authorities. Rosenzweig's concepts of intropunitiveness and extrapunitiveness are applied to these findings, and a relevant theoretical framework is proposed.

8369. Kishida, Motomi. (Tokushima U., Japan) **Jidō to kyōshi no ningen kankei no kenkyū: II. Jidō no taido ni eikyōsuru kyōshi no jyōken.** [A study on the human relationship between pupil and teacher: II. With special emphasis on the effects of teachers' conditions upon the pupils' attitude toward them.] *Jap. J. educ. Psychol.*, 1959 (Sep), 7, 67-78.—6 primary school teachers answered a questionnaire on attitude toward pupils concerning 5 aspects: "affectionate-indifferent, authoritative-laissez-faire, strict-liberal, devoted-neglectful, and qualified-unqualified." Then, pupils' attitudes toward their teachers were compared. . . . the teachers' sex and age scarcely influenced . . . the pupils' attitude toward them but their educational attitude . . . much influenced [them]. . . . Those teachers who had more desirable human relations to their pupils were identified as qualified, devoted, liberal and affectionate." English summary.—S. Ohwaki.

8370. Kishida, Motomi. (Tokushima U., Japan) **Jidō to kyōshi no nangan kankei no kenkyū: III. Hattatsuteki keikō no ippanteki tokuchō.** [A study on the relationship between pupil and teacher: III. The general norm of development sequence.] *Jap. J. educ. Psychol.*, 1960, 7, 221-226.—(see 34: 8369) An 83-item check list based on the pupil's behavior toward teachers as observed and recorded by teachers was prepared. 107 teachers of primary school and junior high school were asked to check the items which they thought to be the characteristic behavior of a particular grade on the basis of their experience. The results indicated that acceptance, dependence, and frank attitude toward teachers is basic to pupils of 1st, 2nd, 3rd, 5th, and 6th grades; while negative, independent, and reticent attitude is basic to the pupils of 4th grade and junior high school. English summary.—S. Ohwaki.

8371. Leton, Donald A. (U. California, Los Angeles) **The use of a School Play Kit in the diagnosis and treatment of school adjustment problems.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 14-18.—An exploratory study of the diagnostic use of the kit, for the purpose of identifying "the signs or cues in the school play from which the school adjustment can be inferred" is reported. Possible treatment uses are described briefly.—T. E. Newland.

8372. Phillips, Beeman N. (U. Texas) **Authoritarian, hostile, and anxious students' rating of an instructor.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 19-23.—On the basis of the reactions of 55 college students to an instructor rating scale (19 items severally, and in toto); their scores on the F scale, the Taylor Manifest Anxiety Scale, and the Cood-Medleg Hostility Scale; and their total course work, the hostile students manifested particular concern with various aspects of grading, testing, and assignments: the authoritarian students—with the instructor's speech, ability to make the class interesting, and treatment of questions; and the anxious students—with the instructor's annoying mannerisms and (posi-

tively) his knowledge of the subject. Course performances correlated negatively: $-.52$ for the authoritarian students, $-.26$ for the hostile students, and $-.26$ for the anxious students.—*T. E. Newland.*

8373. Robertson, Malcolm H. (U. Florida) **The student's need for an issue.** *J. Psychol.*, 1960 (Apr), 49, 349-352.—A specific way to implement the above suggestions is through the use of research teams comprised of a faculty member and those students who share the faculty member's objectives. The research teams seem to give a graduate department a more spirited atmosphere through the stimulation that comes from the exchange of ideas and the competitive spirit generated by such groups. Another plan is to have a departmental research project which provides a rallying point for faculty and students and a valuable outlet for rivalries and other tensions.—*C. Murchison.*

8374. Sato, Takeshi. (Tohoku U., Honshu, Japan) **Kensasha no hikensha ni oyobosu eikyō ni tsuite: Kensa o kurikaeshita baai no henka.** [Examiner's influence on subjects in a test situation: On influence observed through the change resulting from repeated testing.] *Jap. J. educ. Psychol.*, 1959, 7, 159-169.—Hartshorne's honesty test was given twice with a 7-day interval to children of 3 high schools. The E was either the teacher of the class or a stranger. The results were as follows: In the 1st test, more cheating occurred with a stranger as the E than with the teacher. The amount of cheating increased when the E changed in the 2nd test, but did not change when the E was the same in the 2nd test. English summary.—*S. Ohwaki.*

8375. Sexton, Patricia Cayo. (Wayne State U.) **Social class and pupil turn-over rates.** *J. educ. Sociol.*, 1959 (Nov), 33, 131-134.—The high rate of pupil turn-over (transaction rate) in slum schools is disruptive of school progress. Illness, drop-outs (some before legal age limit), and moving without notifying the school are very much more numerous in lower than in higher income schools. Schools should accommodate to these turn-over rates by reducing class sizes, making it possible for students to get some of the extra attention they need, and making it easier for teachers to handle this difficult teaching situation.—*C. Epstein.*

SPECIAL EDUCATION

8376. Ashcroft, Samuel C. (George Peabody Coll. Teachers) **The blind and partially seeing.** *Rev. educ. Res.*, 1959, 29, 519-528.—More attention can now be given to the visually handicapped child who has additional problems or handicapping conditions. There has been too little educational research upon which to build optimum programs for visually handicapped children. 53-item bibliog.—*F. Goldsmith.*

8377. Capa, Cornell, & Pines, Maya. **Retarded children can be helped.** Great Neck, N.Y.: Channel, 1957. 160 p. \$2.50.—Identification, education, work life, attitudes and roles of parents and parents' organizations, the place of the institution, and the training program of the good institution are reviewed in human terms for the understanding of parents, community leaders, and students.—*W. L. Wilkins.*

8378. Dunn, Lloyd M., & Capobianco, Rudolph J. (George Peabody Coll. for Teachers) **Mental retardation.** *Rev. educ. Res.*, 1959, 29, 451-470.—During the last 6 years there has been a gratifying increase in psychological and educational research concerning persons who are mentally retarded in part owing to Public Law 83-576 of 1957. A number of experimental sheltered workshops for adolescents and adults with sub-50 IQs have been established through grants from the United States Office of Vocational Rehabilitation. 118-item bibliog.—*F. Goldsmith.*

8379. Fliegler, Louis A., & Bish, Charles E. (Syracuse U.) **The gifted and talented.** *Rev. educ. Res.*, 1959, 29, 408-450.—There is greater concern with curriculum content based upon the conceptual level of the gifted. Some forms of acceleration as administrative procedures are increasingly accepted. College programs for teachers of gifted children are developed and expanded, and special programs for the retraining of teachers in science and mathematics are offered. The United States Office for Education and such organizations as Ford and Carnegie Foundations sponsor comprehensive experimentation. Concern with special programs at the local level represent an interest in the intellectual as well as the social need of the gifted. 251-item bibliog.—*F. Goldsmith.*

8380. French, Joseph L. (Ed.) **Educating the gifted: A book of readings.** New York: Henry Holt, 1959. vii, 555 p. \$5.50.—These readings are primarily for use in a 1-semester course on the gifted. The book is divided into 10 sections: "Introduction" (3 reprints), "Identifying Characteristics" (11 reprints), "General Provisions" (8 reprints), "Classic Elementary School Programs" (4 reprints), "More Special Programs and Provisions" (5 reprints), "Acceleration" (6 reprints), "Adjustment" (5 reprints), "Underachievement" (4 reprints), "The Teachers" (4 reprints), "Evaluation and Research" (10 reprints).—*J. W. Russell.*

8381. Irwin, Ruth B. (Ohio State U.) **Speech therapy in the public schools: State legislations and certification.** *J. speech hear. Dis.*, 1959, 24, 127-143.—Report of a survey of the requirements for teachers of speech correction in public schools of the various states.—*M. F. Palmer.*

8382. Kennedy, Eloise. (Illinois School for the Deaf, Jacksonville) **Teaching the deaf child to read.** *Amer. Ann. Deaf*, 1959 (Nov), 104, 372-382.—Conditions aggravating the problem are described generally, and various possible teaching approaches are described.—*T. E. Newland.*

8383. Mackie, Romaine P., & Williams, Harold M. (United States Dept. Health, Education, & Welfare, Washington, D.C.) **Teachers of exceptional children.** *Rev. educ. Res.*, 1959, 29, 395-407.—Research on teacher preparation in special education during the past 5 years seemed to lag somewhat behind research in the general field in the output of experimental studies. Nevertheless, the period was productive in the analysis of problems and in the development of status and consensus materials, laying thereby the foundation for future experimental studies. 49-item bibliog.—*F. Goldsmith.*

8384. Magnifico, L. X. (U. Tennessee) **Education for the exceptional child.** New York: Longmans, 1958. ix, 371 p. \$4.75.—". . . presents a survey of the field of education for exceptional children." Includes chapters on the psychology of teaching the gifted and the handicapped child. Discusses the problems of exceptional children in relation to the development of educational programs.—R. F. Allen.

8385. Moor, Paul. **Heilpädagogische Psychologie. Band I.** [Orthopedagogic psychology. Vol. I.] Bern, Switzerland: Hans Huber, 1960. 326 p. DM 32.80.—A winnowing of German psychological literature for viewpoints useful to teachers of children with problems. The different aspects of the teacher's activity are reviewed in the light of the views of Stern, Adler, Pavlov, Dewey, Freud, Jaspers, Jung, Heidegger, and others. The concluding chapters consist of a presentation of a theory of personality useful for remedial teachers.—E. W. Eng.

8386. Reeves, Elizabeth W. (District of Columbia Teachers Coll.) **Current practices and trends in speech correction certification.** *J. speech hear. Dis.*, 1959, 24, 7-15.—A survey of the field of speech correction certification in public school systems of the United States pointing out that more states are establishing qualifications which accept the standards of the American Speech and Hearing Association and also are granting joint speech and hearing certificates. General standards are becoming more uniform, and there are also more requirements for speech therapists to study in fields other than their own special fields.—M. F. Palmer.

8387. Roberts, Helen Erskine. (Los Angeles Schools, Calif.) **The reaction of a group of high school sophomores to their experiences in special classes.** *Calif. J. educ. Res.*, 1959 (Nov), 10, 220-225.—Questionnaire responses of 94 who had been in special sections of classes indicated that the majority favored such arrangements, required a greater amount of rewarding work, and expressed a concern about the marking methods employed.—T. E. Newland.

8388. Rubin, Eli Z., & Simson, Clyde B. **A special class program for the emotionally disturbed child in school: A proposal.** *Amer. J. Orthopsychiat.*, 1960 (Jan), 30, 144-153.—After reviewing existing treatment resources designed to meet the needs of the emotionally disturbed child, the authors propose a pilot study to test the effectiveness of a special class unit to be set up within the public school, a unit which will incorporate clinical personnel. The goals of the unit will be to identify disturbances early in childhood and to provide prophylactic care through special education methods integrated with clinical understanding.—R. E. Perl.

(See also Abstracts 6788, 8016, 8237, 8279, 8280, 8284, 8320)

EDUCATIONAL GUIDANCE

8389. American Council on Education, Committee on Measurement and Evaluation. **College testing: A guide to practices and programs.** Washington, D.C.: 1959. x, 189 p. \$3.50.—A guide to practices and programs prepared for the college teacher and administrator without training in testing. Part I discusses the status and basic purposes of college testing and test administration. Considered

are the uses of tests in admission, educational counseling, instruction, course placement or accreditation, and institutional evaluation. Part II describes the testing programs in action in 7 representative colleges. 2 p. bibliog.—R. L. McCornack.

8390. Phillips, Waldo B. (U. Southern California) **Counseling Negro students: An educational dilemma.** *Calif. J. educ. Res.*, 1959 (Sep), 10, 185-188.—In a school which was 99% Negro, 12 middle-class, 17-year-old Negro boys who had maintained passing grades in high school but who repeatedly had been referred for help, were divided between white and Negro counselors. ". . . white counselors cannot successfully counsel Negro pupils because of the barriers they cannot penetrate."—T. E. Newland.

8391. Reuchlin, M. **L'orientation dans l'enseignement du second degré.** [Guidance at the secondary school level.] *BINOP*, 1959, 15, Numéro Spécial. 150 p.—Programs of educational and vocational guidance throughout the secondary schools of France are reviewed. Most frequently met problems are those of scholastic difficulty. A number of schools provide general testing and counseling for all pupils. Some schools have a system of routine testing only for pupils in certain categories. Counseling procedures include service to young people and to their parents. Interrelations in the work with pupils, parents, and school officials are described for some cities. Examples of the counselor's role in the organization of instruction are given. Appendix I gives examples of the work in predictive and follow-up studies. Appendix II is a brief outline of the organization of guidance services. Supplements list the tests employed by the guidance centers and the names of centers which responded to the questionnaire.—F. M. Douglass.

8392. Smith, James Elwood. (Ohio State U.) **The "critical incident" technique and its application in student personnel work.** *Dissertation Abstr.*, 1960 (Feb), 20, 3369-3371.—Abstract.

EDUCATIONAL MEASUREMENT

8393. Aloia, Alex D., & Salinda, Juan F. (Loyola U., Los Angeles) **A correlation study between grades in English and Cooperative English Test scores of college freshmen.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 7-13, 47.—Correlations for 333 freshmen: .495 for total test score, .444 for mechanics of expression, .433 for effectiveness of expression, and .392 for reading comprehension.—T. E. Newland.

8394. Berwick, Mildred. (Boston Coll.) **The semantic method for testing vocabulary.** *J. exp. Educ.*, 1959 (Dec), 28, 123-141.—A vocabulary test consisting of multi-meaning words was constructed for pupils in Grades 4-7. Details concerning item selection, item analysis, and properties of the test are given. Reliability coefficients between .80 and .90 within grade are reported.—E. F. Gardner.

8395. Birney, Robert C., & Taylor, Marc J. **Scholastic behavior and orientation to college.** *J. educ. Psychol.*, 1959, 50, 266-274.—57 Amherst College seniors were interviewed regarding past curricular expectations and practices. It was theorized that their curricular behavior would be systematically related to a 2-dimensional conception of attitudes to-

ward scholastic and social areas of activity. A 60-item Likert-type questionnaire dealing with college life was developed which yielded a Scholastic score and a Social score for each S. 7 hypotheses were tested and 13 confirmed. Exploratory relationships between scores and Ss' verbal ability, grade point average, and participation in college groups were also determined. 4 coherent behavior patterns emerged when the scholastic and social scores were combined and divided into High SCH-High SOC, High SCH-Low SOC, Low SCH-High SOC, and Low SCH-Low SOC. Some implications of these patterns are discussed.

8396. Carrier, Neil A. (Southern Illinois U.) **A note on the effect on examination performance of filling out an "anxiety scale."** *J. educ. Psychol.*, 1959, 50, 293-294.—A partial replication of an earlier study (see 33: 3308) was conducted "to determine whether filling out anxiety scales does in fact depress examination performance." Approximately $\frac{1}{2}$ of a group of 1074 college students in introductory psychology filled out an anxiety scale at the beginning and midway through a course examination. A control group of 521 answered "neutral" questions at the same times. Mean examination scores for the 2 groups were virtually identical. The author concludes that "these remarkably similar results give no support to the contention that filling out anxiety scales during an examination depresses performance." Certain implications for the earlier study and for similar research are noted.

8397. Carter, H. D. (U. California, Berkeley) **Improving the prediction of school achievement by the use of the California Study Methods Survey.** *Educ. Admin. Super.*, 1959 (Sep), 45, 255-260.—3 studies of relationships between measures of intelligence and the California Study Methods Survey (CSMS) with grade-point average (GPA) are reported. In one study involving 116 high school students, the Henmon Nelson Tests of Mental Ability correlated +.66 with GPA; CSMS correlated +.60 with GPA. In a 2nd study, 239 high school students were involved. ACE correlated +.53 with GPA, while CSMS correlated +.60. In the 3rd study 211 high school students were examined. ACE correlated +.50 with GPA, while CSMS correlated +.57. In all 3 studies, the correlation with GPA was improved slightly when both intelligence and study variables were considered together. While study methods and intelligence were found to be relatively independent of each other, they predicted GPA equally well.—N. M. Chansky.

8398. Duff, O. Lee, & Siegel, Laurence. (Miami U.) **Biographical factors associated with academic over- and under-achievement.** *J. educ. Psychol.*, 1960 (Feb), 51, 43-46.—To evaluate the usefulness of biographical data for predicting the discrepancy between ability and achievement for 1454 entering freshmen at Miami University, the Biographical Inventory for Students (BIS) and the ACE were administered and grade point averages were computed at the end of the 1st semester. An "ability-achievement-discrepancy" was obtained, and Pearson product-moment correlations were computed between this discrepancy index and the 10 scales of the BIS. These analyses were performed separately for subgroups by sex and ability level. Statistically

significant correlations involving 5 of the 10 biographical subscales were obtained. These correlations have both theoretical and practical significance.

8399. Einspahr, Martin Harley. (U. Houston) **The construction and validation of scales for predicting academic success in college.** *Dissertation Abstr.*, 1960 (Feb), 20, 3366.—Abstract.

8400. Henderson, Norman B., & Malueg, Evelyn. (Fresno State Coll.) **The predictive value of the American Council on Education Psychological Examination for college freshmen.** *Calif. J. educ. Res.*, 1959 (Sep), 10, 157-166.—Relationships between ACE results obtained by 232 Los Angeles City College students who had completed 1 or more semesters' work and grade point averages earned were ascertained. The correlation of .58 and other evidence of relationship of such scores to transfer to 4-year colleges and graduation are taken to indicate that ACE "proved to be an effective predictor of college success."—T. E. Newland.

8401. Hill, George E. **Evaluating the school's testing program.** Athens, O.: Ohio Univer. Center for Educational Service, 1959. 28 p.—A School Testing Inventory that may be used by school staff members to critically examine their testing program. Primarily for standardized tests. Covers projected testing plans, current use of tests, organization and administration of program, qualifications of testing staff, and relation of program to objectives.—D. R. Krathwohl.

8402. Huddleston, Edith M. (Ed.) (United States Dept. Health, Education, & Welfare). **The sixteenth yearbook of the National Council on Measurements Used in Education.** New York: National Council on Measurements Used in Education, 1959. vi, 209 p. \$3.00.—The speeches given at the annual meeting present recent developments in the use of tests as both screening devices and diagnostic instruments. How teachers can best use test data is discussed. In addition to essays, the book contains research studies which deal with the use of statistical concepts in testing and the measurement of intellectual and nonintellectual features of student behavior. (see 34: 7345, 7346, 7378, 7488)—N. M. Chansky.

8403. Hudson, Liam. (Cambridge U., England) **Degree class and attainment in scientific research.** *Brit. J. Psychol.*, 1960 (Feb), 51, 67-73.—To check on the validity of the criterion of class of degree obtained in the final Bachelor's examinations in accordance with postgraduate research grants, the degrees obtained by 4 groups of eminent British scientists were scrutinized and compared. It was found that neither Fellows of the Royal Society nor Doctors of Science who had graduated from Oxford or Cambridge had better class degrees than those obtained by their respective control groups who did not receive these distinctions. The implications of these findings are discussed.—C. M. Franks.

8404. McBee, G., & Duke, R. L. **Relationship between intelligence, scholastic motivation, and academic achievement.** *Psychol. Rep.*, 1960, 6, 3-8.—"Tests of intelligence, scholastic motivation, and academic achievement were administered to seventh grade students. Analysis of the data for 180 Ss indicated a strong positive relationship between intelligence and achievement. . . . scholastic motivation ap-

peared to be a significant factor in academic achievement in the areas of reading, arithmetic, and science. The relationship between intelligence and motivation was found to be additive rather than multiplicative in nature."—C. H. Ammons.

8405. Millman, Jason, & Millman, Russell. (U. Michigan) **Mechanization of score processing in a freshman testing program.** *Educ. psychol. Measmt.*, 1960, 20, 181-183.—To process test scores for 1000 or more students in an expeditious manner, a mechanized process is described involving the use of a collator and the IBM 650. Individual test scores are punched on separate cards with the student's code number. The raw scores may then be converted into deserved norm values, various classifications made, individual profiles made, and test statistics calculated in 65 minutes for 1000 students on the IBM 650.—W. Coleman.

8406. Morriss, James Henry. (U. Houston) **Predicting general academic achievement from standardized test scores at the University of Houston freshman level.** *Dissertation Abstr.*, 1960 (Mar), 20, 3820.—Abstract.

8407. Rowland, J. Kenneth. (Modesto Junior Coll.) **A psychometric study of student attitudes as a measure of academic motivation.** *Calif. J. educ. Res.*, 1959 (Nov), 10, 195-199.—Results obtained by means of the author's "Academic Motivation Inventory" (AMI) correlated with American Council on Education Psychological Examination results .24 and .30 on 2 college entering classes (N's: 845 and 674) and with 1st-semester grade point averages .52 and .46. ACE results correlated .41 and .40, respectively, with these GPAs. Multiple correlations of .59 and .53 were obtained between GPA and ACE combined with AMI data.—T. E. Newland.

8408. Stevens, Walter Russell, Jr. (Michigan State U.) **Three attitude scales in relation to the academic achievements of male college freshmen of moderate academic potential.** *Dissertation Abstr.*, 1960 (Mar), 20, 3845-3846.—Abstract.

8409. Traxler, Arthur E. (Educational Records Bureau, NYC) **Standard tests.** *J. Nat. Educ. Ass.*, 1959, 48(8), 18-20.—122 million standardized tests were administered last year in American schools. 4 kinds of group tests are commonly used in schools: scholastic aptitude tests, achievement tests, interest inventories, and measures of personality. Test results can be used to appraise the program as a whole. Results for individual pupils can be used in diagnosing remedial needs, planning educational and vocational goals, counseling on adjustment problems. Misuse of test scores through careless administration, inaccurate scoring, unwarranted interpretation, coaching of pupils, and evaluation of teachers is also discussed. Steps in developing an effective testing program are spelled out. When intelligently used by the entire school staff, "such a program can become . . . the most valuable single aid . . . assuring that each pupil is enabled to develop in accordance with his potential."—R. A. Hagin.

8410. Waters, Carrie Jean Wherry. (Ohio State U.) **Construction and validation of a forced-choice over- and under-achievement scale.** *Dissertation Abstr.*, 1959 (Dec), 20, 2379.—Abstract.

8411. Worth, Walter H. (U. Alberta, Canada) **Promotion vs. nonpromotion: I. The earlier research evidence.** *Alberta J. educ. Res.*, 1959 (Jun), 5, 77-86.—Using the criteria of gain in achievement, class variability in achievement, social-personal development, attitudes and habits, and school holding power, nonpromotion does not appear to be a defensible practice. ". . . this conclusion stems [largely] from research studies which failed to control other factors, likely to . . . [influence] school progress." 44 refs.—G. M. Della-Piana.

(See also Abstract 6748)

EDUCATION STAFF PERSONNEL

8412. Carey, Robert D. (George Peabody Coll. Teachers) **How to select and place teachers.** *Amer. Sch. Bd. J.*, 1959 (Dec), 139(6), 17-19.—Based upon principles of educational psychology and human relations, a cooperative evaluation for the initial selection of teachers is presented. A somewhat similar evaluation is suggested for use during the probationary period. Staff support is secured for the dropping of incompetent teachers.—S. M. Amatora.

8413. Crook, Frances E. (McGill U., Canada) **Elementary school testing programs: Problems and practices.** *Teach. Coll. Rec.*, 1959 (Nov), 61, 76-85.—School visitations, interviews, and questionnaire replies by 275 classroom teachers point to the need for greater attention to the teacher's part in the testing program. This includes awareness of the purposes of the program, a feeling of more active participation, and assistance in interpretation and use of test results.—H. K. Moore.

8414. Day, Harry P. (Florida State U.) **Attitude changes of beginning teachers after initial teaching experience.** *J. teacher Educ.*, 1959 (Sep), 10, 326-328.—The administration of the Minnesota Teacher Attitude Inventory to groups before and after an initial teaching experience suggests that students who prepare for teaching exhibit unrealistic attitudes toward children and school work at the time of internship in teaching.—E. M. Bower.

8415. Dyer, Henry S. (Educational Testing Service, Princeton, N.J.) **On making testers of teachers.** *Educ. Rec.*, 1960, 41, 111-115.—In trying to make the use of tests effective, the professional tester must: (a) remember that teachers are also testers, (b) remember that teachers are usually suspicious of objective tests until they work on them themselves, (c) realize that teachers must be brought to understand some of the technical aspects of testing, and (d) consult teachers in the selection of published tests.—W. W. Meissner.

8416. Gordon, Ira J. (U. Florida) **Observing from a perceptual viewpoint.** *J. teacher Educ.*, 1959 (Sep), 10, 280-284.—Can teachers be helped to see children as children see themselves? Students can be helped to do this and to gain insight into themselves as they accomplish this.—E. M. Bower.

8417. Gowan, J. C., & Dible, Isabel. (San Fernando Valley State Coll.) **Age effects on the test scores of women teaching candidates.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 37-38.—Among those studied at a large western university, older women exceeded younger women by a significant margin on

the following scales: general vocabulary; mechanics and effectiveness (Cooperative English Test); linguistic aptitude (ACE); theoretical values (Allport-Vernon Study of Values, revised); femininity, dominance, social responsibility, status (MMPI); home and health difficulties (Bell Adjustment Inventory); favorable teaching attitudes (Minnesota Teacher Attitude Inventory); and in friendliness (Guilford-Zimmerman Personality Inventory). The younger ones exceeded in quantitative aptitude (ACE) and in economic values (Allport-Vernon).—*T. E. Newland.*

8418. Hansen, Ralph K. (San Rafael High School, Calif.) **Action research in teacher education.** *J. teacher Educ.*, 1959 (Dec), 10, 417-421.—A program of recruiting mature persons with bachelors' degrees for intensive training as teachers was developed and the results evaluated. The program produced beginning teachers rated from satisfactory to excellent by administrators.—*E. M. Bower.*

8419. Juergenson, Elwood M. (U. California, Davis) **The performance of teachers of vocational agriculture in relationship to certain personal characteristics.** *Calif. J. educ. Res.*, 1960 (Jan), 11, 39-45.—On the basis of information obtained on 50 teachers who had taught 3 or more years in the same California school district under the same administrator, no statistically significant differences were found as regards rated success in teaching with respect to: having had vocational agriculture in high school, having had farm work experience, working while in college, liking the subject or liking to work with pupils, weight and age on leaving home, and amount of course work taken subsequent to earning the teaching credential. However, teachers who were shorter had higher success ratings that did taller teachers, and those who planned such a career received higher ratings than did the nonplanners.—*T. E. Newland.*

8420. LaBue, Anthony C. (George Washington U.) **Teachers' classroom attitudes.** *J. teacher Educ.*, 1959 (Dec), 10, 433-434.—Are teachers' classroom attitudes significantly related to the amount of professional information they have? Using the Minnesota Teacher Attitude Inventory and the professional information section of the National Teacher Examination, a significant correlation was found.—*E. M. Bower.*

8421. McAulay, J. D. (Pennsylvania State U.) **Why a teacher.** *Peabody J. Educ.*, 1959, 36, 220-228.—1000 elementary teachers in 11 different school districts were studied. Tabulations were made for 131 of the teachers. Each was observed in the classroom and individually interviewed. A detailed analysis is presented including 5 tables, conclusions, and recommendations.—*S. M. Amatora.*

8422. Mathis, Claude. **The relationship between salary policies and teacher morale.** *J. educ. Psychol.*, 1959, 50, 275-279.—Personnel in 10 suburban school systems were given an attitude inventory designed to measure level of morale. 5 of the 10 schools based salary on a merit type schedule, and 5 did not. The inventory was administered to determine what differences in level of morale, if any, exist between schools which use a merit type salary schedule and schools which use a nonmerit type salary

schedule. A statistical analysis of the 614 inventories revealed a significant difference in level of morale between the schools, but no significant difference was found when they were grouped on the basis of type pay plan.

8423. Medley, Donald M. & Mitzel, Harold E. (Municipal Coll. New York City) **Some behavioral correlates of teacher effectiveness.** *J. educ. Psychol.*, 1959, 50, 239-246.—5 measures of effectiveness and measures of 3 dimensions of classroom behavior were obtained on 49 beginning teachers in New York City public elementary schools, and analyzed with statistical controls on differences between schools and differences between classes within schools. The 5 measures of effectiveness were found to center around 2 distinct aspects of effectiveness. Supervisory ratings and pupils' reactions to their teachers appeared to reflect the teacher's ability to get along with children; teachers' self-ratings and measures of pupil gains (in reading and social skill) appeared to reflect effectiveness in stimulating pupils to learn to read.

8424. Naumann, Theodore F., & Pierce-Jones, John. (Central Washington Coll.) **Teachers' orientations to learning and teaching related to contemporary theories of learning.** *Calif. J. educ. Res.*, 1959 (Sep), 10, 147-152.—An 80-item Teacher-Learning Inventory was developed and administered to a sample of elementary and secondary Oregon teachers taking graduate work in psychology and education. The hypothesis that theoretical and teaching method orientations referable to the same major class of learning theories (stimulus-response and Gestalt) are positively related was supported.—*T. E. Newland.*

8425. Polmantier, Paul C., & Ferguson, John L. (U. Missouri) **Faking the Minnesota Teacher Attitude Inventory.** *Educ. psychol. Measmt.*, 1960, 20, 79-82.—Experienced male and female teachers are able to fake responses to the MTAI when given instructions to be permissive ($N = 44$) or authoritarian ($N = 48$). These results are similar to those obtained by Rabinowitz (see 29: 8000).—*W. Coleman.*

8426. Porter, R. M. (State U. New York) **Behavior problems of children.** *J. teacher Educ.*, 1960, 11, 92-96.—A study to determine how closely teacher college students approach a mental hygiene viewpoint as they go from freshman to senior class. Rank order correlations of approximately .4 were obtained for each of the 4 years with a slight drop in the senior year.—*E. M. Bower.*

8427. Rhodes, F. G., & Peckham, D. R. (Los Angeles State Coll.) **Evaluation of beginning teachers: Pointers and opinions.** *J. teacher Educ.*, 1960, 11, 55-60.—A checklist completed by 31 administrators indicates an equal weighting of emotional and professionally related characteristics in employing teachers.—*E. M. Bower.*

8428. Rogers, Virgil M. (Ed.) (Syracuse U.) **"Merit rating" for teachers?** Syracuse, N.Y.: Syracuse Univer. Press, 1959. 78 p. \$1.75.—Rising school costs together with pressure from business and industry have emphasized relating teaching salaries to judgments of teaching competence. The deliberations of a workshop on merit rating are presented. These include an appraisal of methods in use in Utah and New York and merit rating plans in industry. Pro-

fessional educational groups oppose merit rating and request a salary schedule based on professional training and experience. This complex problem should be viewed as part of a larger personnel program. It should also be related to local conditions, administrative skill, and cooperation among staff members.—*R. A. Hagin.*

8429. Snider, Glenn R. (U. Oklahoma) **The school program: Organization and staff.** *Rev. educ. Res.*, 1960, 30, 67-85.—*F. Goldsmith.*

8430. Symonds, Percival M. (Columbia U.) **What education has to learn from psychology: VIII. Individual differences.** *Teach. Coll. Rec.*, 1959 (Nov), 61, 86-98.—(see 34: 6583) "One is forced to reach the conclusion that, whatever the system of classification and promotion of pupils, the major responsibility for adopting instruction to individual differences rests with the classroom teacher." The article includes a percentage distribution of mental ages of 6-year-old children.—*H. K. Moore.*

8431. Torrance, E. P. (U. Minnesota) **Teacher attitude and pupil perception.** *J. teacher Educ.*, 1960, 11, 97-102.—Perceived instructor attitude was found to be consistently related to verbalized attitudes but not to "gut" reaction. Actual instructor attitudes were related to both reactions.—*E. M. Bower.*

8432. Yoshino, I. Roger. (U. Arizona) **The classroom teacher and the pre-delinquent.** *J. educ. Sociol.*, 1959 (Nov), 33, 124-130.—The classroom teacher is in a strategic position to recognize the behavioral symptoms of the pre-delinquent and help him solve his problems. Before he can do this, the teacher must have vast knowledge about youth, "must have achieved a sense of personal worth and must have a set of socially accepted values. He must understand the growth and development process of the juvenile age group as well as understand the socio-economic factors that affect youngsters."—*C. Epstein.*

(See also Abstracts 8326, 8383)

PERSONNEL PSYCHOLOGY

8433. Banaka, William Harold. (U. Houston) **A study of situational factors related to the performance of insurance sales supervisors.** *Dissertation Abstr.*, 1960 (Feb), 20, 3364-3365.—Abstract.

8434. Goering, Jacob Daniels. (U. Maryland) **An investigation of the effect of an in-service self-study seminar on the adjustment, concept of self and concept of others of mental hospital employees.** *Dissertation Abstr.*, 1960 (Feb), 20, 3414.—Abstract.

8435. Jacobson, Eugene; Trumbo, Don; Cheek, Gloria, & Nangle, John. (Michigan State U.) **Employee attitudes toward technological change in a medium sized insurance company.** *J. appl. Psychol.*, 1959 (Dec), 43, 349-354.—How do office workers react to office automation? "Questionnaires about technological change and the installation of a new electronic computer were administered to all of the employees of a medium sized insurance company." The validity of the questionnaires was not discussed. "Most of the employees welcomed changes in their work. . . . They believe that machines are replacing workers in office situations but do not feel that they

themselves will be replaced. They do not perceive that the introduction of the new technologies has had much effect on the amount of pay they get, their chances for promotion, or the amount of supervision they receive. But they do believe that the new technologies have changed the amount of work that they do and the degree to which there is variety in their work."—*J. W. Russell.*

8436. Jucius, Michael J. (Ohio State U.) **Personnel management.** (4th ed.) Homewood, Ill.: Richard D. Irwin, 1959. xv, 763 p. \$7.50.—(see 29: 8033) A compendium of personnel principles and practices are presented in 30 chapters. Scope of personnel management, personnel problems, and labor relations; procurement, development, maintenance, and use of an effective working team are discussed. Questions and problems at the end of each chapter and 40 case problems at the end of the text are included to increase the students' understanding of personnel principles. This revision incorporates recent changes in legislation, and it notes the impact of developments in automation and electronic computers on personnel management. Emphasis is placed on areas of human relations, communications, research, and line responsibilities of personnel work. 30-item bibliog.—*P. L. Crawford.*

8437. Merenda, Peter F., & Macaluso, Charles J. (Walter V. Clarke Associates) **The relative validity of verbal vs. illustration items in achievement type tests for low verbal ability personnel.** *J. exp. Educ.*, 1959 (Dec), 28, 153-162.—The hypothesis that completely verbal items in achievement type tests tend to reduce the validity of measurement for members of low verbal ability groups was considered. 2 forms of tests containing identical items were developed and administered to a sample of 111 navy stewardsmen. In one form the mode of item presentation was completely verbal, whereas in the other form the items were in illustration form (verbal stems, illustrated option). It was concluded that presentation in either form produces essentially the same result so that the additional labor and cost involved in the construction of the illustrations is not warranted.—*E. F. Gardner.*

8438. Miller, Frank B. **The personnel dilemma: Profession or not?** *Personnel J.*, 1959 (Jun), 38, 53-55, 79.—The decisive question as to whether personnel administration is a profession or not is whether it is "required by society to support, protect and advance some very firmly held public value." At present it is not. The next questions are: "Should it be?" and, if so, "What can be done to make it one in the full sense of the word?"—*M. B. Mitchell.*

8439. Orr, David B. (Columbia U.) **A new method for clustering jobs.** *J. appl. Psychol.*, 1960 (Feb), 44, 44-49.—Is the method used in United States Employment Service research, for determining what aptitudes are necessary for successful job performance a sound one? A 9-aptitude rating scale for satisfactory performance was applied by 6 raters using detailed job descriptions of 2 samples of 140 jobs and 1 of 28 jobs. Job clusters were determined statistically. "The use of Distance Measure, and the clustering technique employing it to define job structures showed sufficient promise to warrant further investigation."—*J. W. Russell.*

8440. Purdy, Malcolm Mills. (Purdue U.) **Management decision-making simulation: A study of psychological relationships.** *Dissertation Abstr.*, 1960 (Jan), 20, 2893.—Abstract.

8441. Taylor, Vernon R. (California State Personnel Board) **Guide for setting passing points.** *Publ. Personnel Ass. personnel Brief*, 1959, No. 20, 15 p.—A general guide for setting flexible passing scores for civil service job applicants is described. Passing scores are based on such factors as: number of vacancies to be filled, availability of applicants, difficulty of written test, and quality of applications.—P. L. Crawford.

8442. Torbert, Frances. (San Diego State Coll.) **Making incentives work.** *Harv. bus. Rev.*, 1959, 37(5), 81-92.—Many changes are taking place in industry which make individual incentives relatively ineffective. Group incentive programs have met with success in many instances, particularly where interactions between management and workers are encouraged. Experience in many companies indicates that employees generally welcome an opportunity to participate in decision-making on matters which directly affect them. A need to initiate action in matters important to themselves appears to be just as strong among workers as among management people. When both groups cooperate in bringing about greater productivity and savings, the increase in profits can be apportioned among all concerned. Several workable plans are described, and problems that are typically encountered in the initiation and maintenance of such plans are discussed.—C. F. Youngberg.

8443. Ufford, C. W. (Warner & Swasey Co., Cleveland, O.) **The personnel executive in a changing economy.** *Mich. St. U. bus. Top.*, 1959, 7, 59-65.—Furnishes a perspective for viewing future progress of personnel executives, outlining the problems ahead and ways of dealing with them.—M. F. Estep.

8444. Zerfoss, Lester F. (Pennsylvania State U.) **Some effects of executive climate on the job performance, training activities, and promotability of intermediate levels of management.** *Dissertation Abstr.*, 1960 (Mar), 20, 3822-3823.—Abstract.

(See also Abstract 8471)

SELECTION & PLACEMENT

8445. Academia Sinica, Institute of Psychology, Division of Industrial Psychology. **A preliminary study on the visual judgment of flames by the steel workers operating the converters.** *Acta psychol. Sinica*, 1959, 3(3), 167-176.—This is a report on preliminary study in the training of steel workers to judge the flames of converters. During the work of operating the converters, the workers can only depend on the condition of flames at the opening of the converter for the judgment of the physicochemical process going on inside the furnace. Because of the extremely strong intensity and great changeability of flames and background unfavorable for the clear contrast of perceptual objects, and also because of the difficulty in synthetically responding to a compound stimulus, it is rather hard for the workers to master the technique of judging the flames. In order to overcome such difficulties, the investigators

first summarized the experience of workers. In the course of training, the following methods were used: (a) to single out the visual objects and establish connections among visual signals, (b) to master gradually the differentiation of fine details, (c) to make use of the localization of flames in time and space, (d) to apply the method of visual and verbal reinforcements. The effect of 17 days training by the new method exceeded the several months learning in the past.

8446. Blanchard, Robert Eugene. (Purdue U.) **The development and validation of instruments for selecting farm operators for farm management services.** *Dissertation Abstr.*, 1960 (Jan), 20, 2884.—Abstract.

8447. Floyd, W. F., & Slade, I. M. (European Productivity Agency) **Fitting the job to the worker.** *Ergonomics*, 1959 (May), 2, 305-309.—Describes a conference in Zurich, the 3rd phase of European Productivity Agency Project No. 335. Quotes from resolutions produced by employers present and by trade union representatives.—B. T. Jensen.

8448. Harris, Douglas Hershel, Jr. (Purdue U.) **The development of a test of creativity in engineering.** *Dissertation Abstr.*, 1959 (Dec), 20, 2374.—Abstract.

8449. Kellner, Arthur D. (Fordham U.) **The use of interim measures of performance and suppression variables in appraising employee potential.** *J. gen. Psychol.*, 1960 (Jan), 62, 19-23.—The discrepancy score approach has been studied in a number of selection situations. Performance on an interim measure, such as training school grades, is predicted; and the difference between predicted and obtained performance is, in turn, used to predict on the job performance. It is shown algebraically how this approach is actually an application of the suppressor variable concept. Also, it is shown how, knowing the intercorrelation of the basic variables, it is possible to compute the validity of the discrepancy scores directly in lieu of an empirical analysis. The potential value of the suppressor variable concept and interim measures of performance as selection techniques is pointed out.—Author abstract.

8450. Kramer, Kenneth Calvert. (U. Houston) **A comparison of various statistical procedures and methodological techniques in the selection of life insurance agents.** *Dissertation Abstr.*, 1960 (Feb), 20, 3379.—Abstract.

8451. Li, Chen, & Tso-jen, Chu. (Chekiang Normal Coll.) **Some psychological problems in the training of fine textile weavers.** *Acta psychol. Sinica*, 1959, 3(1), 50-55.—The present paper comprises a conclusion of the authors' experimental studies on the training of fine textile weavers (women), conducted from the end of 1957 to the beginning of 1958, at the textile shop of Hang-Chou Cotton Spinnery. The goal, procedures, and methods of this experiment have been introduced therein in detail. The results revealed some psychological problems as follows: (a) The influence of the awareness of goals or aims upon production cannot be sufficiently explained by means of any physiological mechanism. Evidently, the great activating function of the consciousness of goals is determined by social conditions.

(b) Concerning the correction of erroneous movements, starting from Pavlov's theories and from the viewpoint of determinism, the authors adopted the method of alternative exercises to correct errors. This method differs radically from Dunlap's method of passive exercises. (c) The utilization of motor sensation constitutes one of the central links in the chain of formation of habits and skills. (d) Many theories preoccupied in man's mind, such as the theories of relative goals, the understanding of the percentage, etc., may appear correct from subjective speculation but cannot stand the test in actual practice.

8452. Siegel, Arthur I., Richlin, Milton, & Federman, Philip. (Applied Psychological Services, Wayne, Pa.) **A comparative study of "transfer through generalization" and "transfer through identical elements" in technical training.** *J. appl. Psychol.*, 1960 (Feb), 44, 27-30.—When are very short specialized training programs good enough in naval aviation technical training? Graduates of several specialized training programs were compared with those having had broader training. Technical behavior check lists were used with groups of up to 60 Ss. Specialized training was adequate for mechanical manipulation but not for abstract conceptual tasks.—*J. W. Russell.*

8453. Tipper, Harry. (Hercules Powder Co., Rocky Hill, N.J.) **Effect of psychostimuli on technical personnel.** *J. Psychol.*, 1960 (Jan), 49, 145-149.—A procedure to influence the performance of engineering and technical employees. An objective index of results was available. Personnel performance, measured by results, improved significantly. Methods used are applicable by any management concerned with specialist employees.—*C. Murchison.*

8454. Wagner, Edwin Eric. (Temple U.) **Predicting success for young executives from objective test scores and personal data.** *Dissertation Abstr.*, 1960 (Feb), 20, 3371-3372.—Abstract.

8455. Weybrew, Benjamin B. (USN Medical Research Lab.) **The personal inventory barometer (PIB): II. Obverse factor analysis with PIB items as a validation technique with submarine school criteria.** *USN Med. Res. Lab. Rep., New Lond.*, 1959 (May), 18(4, Whole No. 309). iv, 13 p.—An obverse factor analysis was performed on item profiles of a personal inventory test for 20 students of submarine school. The students included 2 groups with different standings from among those who had passed the course program and 2 groups representing failures for temperamental and academic reasons, respectively. 4 attrition "types" and a failure "type" were identified on the basis of this analysis. A group of 277 recruits was fitted to these types following administration of the inventory. A comparison of the school performance of those in different type classifications with their performance on predictive tests indicated that the validity of a given predictive test varied from type to type. The results are interpreted to indicate the possibility that the validity of prediction formulae can be improved if they are derived for specific types as identified by a personal inventory profile.—*J. L. Brown.*

(See also Abstracts 7852, 8436)

LABOR-MANAGEMENT RELATIONS

8456. Barres, Samuel L. (Boston Lying-in Hosp., Mass.) **Are hospitals different?** *Personnel J.*, 1959 (Nov), 38, 206-207.—As soon as unions organize hospital employees, they demand higher wages, thus increasing the costs to patients, but "the unions have consistently opposed Blue Cross requests for premium adjustments during (and following) their attempts to organize hospital employees." Supervisors may have to give orders which union employees may refuse to carry out because they feel that orders are not within the scope of their job. Consulting their union steward may be democratic, but it interferes with the care of the patient. "A hospital administrator may concede the right of his employees to organize and bargain collectively, but he can never accept their right to strike. It hardly seems necessary to point out that a strike interferes with the ability of a hospital to carry out its major function of caring for the sick and injured, and is therefore clearly not in the public interests."—*M. B. Mitchell.*

8457. Centner, James L. (Hess & Eisenhardt Co., Cincinnati, O.) **Hospitals and collective bargaining.** *Personnel J.*, 1959 (Nov), 38, 203-205.—The 46-day strike of employees of 6 hospitals and the unionization of employees of 40 New York City hospitals has pointed up the fact that in many hospitals no provision has been made for industrial relations staff function. Suggestions for effective leadership to avoid further strikes and unionization include handling of grievances, proper compensation, communications, and supervision by good leaders.—*M. B. Mitchell.*

8458. Derber, Milton; Chalmers, W. Ellison, & Stagner, Ross. (U. Illinois) **The local union-management relationship.** Urbana, Ill.: Univer. Illinois, 1960. 208 p. \$4.25.—6 years ago the Institute of Labor and Industrial Relations published a study of the process of accommodation between organized labor and management at the local establishment level (see 29: 3152). A continuation of this work is given in the present 9-chapter volume. The research reported centers around detailed interviews with 2 top management and 2 top labor leaders in each of 41 establishments in 3 different localities in Illinois. 1 chapter describes the nature of the problem, 1 gives the research design employed, and 3 chapters deal with approaches used to quantify the data. 3 of the remaining chapters discuss related variables and results, while the final chapter summarizes the conclusions. 8 appendices, 99-item bibliog.—*R. E. Chandler.*

8459. Foa, Uriel G. (Israel Inst. Applied Social Research) **Some correlates of the empathy of the workers with the foreman.** *J. appl. Psychol.*, 1960 (Feb), 44, 6-10.—Can a worker predict the perception of his own foreman? "The Test of Foreman-Worker Relationship was administered to 361 Israeli factory workers and their 51 foremen. . . . The prediction of the worker is more likely to succeed when the foreman's attention is oriented to the worker. Success is also more likely when the worker believes that the attention of the foreman is not oriented toward the worker. . . . Certain perceptions are easier to predict than others."—*J. W. Russell.*

8460. **Foley, James J.** (Harvard Business School) **How not to handle productivity disputes.** *Harv. bus. Rev.*, 1959, 37(5), 68-80.—In resorting to technical arbitration, management has frequently abdicated its responsibility for motivating workers to realize their potential. Technical arbitration should only be used to establish proper output potentials. Actual cases in the electronics, meat packing, metals, and other industries are presented to demonstrate that "disputes involving productivity standards cannot be separated from job values and human values." Restrictive arbitration is at the bottom of many problems involving people, productivity, and earnings.—*C. F. Youngberg.*

8461. **Hopkins, John Joseph.** (Ohio State U.) **The shop steward: An item-factorization of union attitudes.** *Dissertation Abstr.*, 1960(Mar), 20, 3818.—Abstract.

8462. **Rothe, Harold F., & Nye, Charles T.** (Fairbanks, Morse & Co., Beloit, Wis.) **Output rates among machine operators: II. Consistency related to methods of pay.** *J. appl. Psychol.*, 1959 (Dec), 43, 417-420.—(see 22: 3673) How does production vary from week to week according to incentive? 130 men from one plant and 42 in another were studied. "The ratio of interindividual differences exceeded the ratio of intra-individual differences, and this also has been hypothesized as existing where the incentives are effective. . . the week-to-week intercorrelation of output rates is low when viewed from the standpoint of using production data as a criterion for some other variable. Psychologists would not be impressed greatly by a test that had a test-retest reliability of .80, but the criterion against which they often validate their tests is rarely this high."—*J. W. Russell.*

8463. **Sirota, David.** (U. Michigan) **Some effects of promotional frustration on employees' understanding of, and attitudes toward, management.** *Sociometry*, 1959(Sep), 22, 273-278.—"Questionnaires administered to employees in an industrial plant reveal that although promotional frustration is directly related to hostility toward the company and the supervisor, it is curvilinearly related to the amount of objective information about management philosophy, goals, and operating procedures: frustrated employees have the least information, moderately frustrated the most, while those who are satisfied have medium amounts. These findings are interpreted to cast doubt on the assumption often made in 'human relations' theory that maximum fulfillment of ego needs results in the highest degree of organizational effectiveness."—*H. P. Shelley.*

8464. **Stanton, Erwin S.** **Company policies and supervisors' attitudes toward supervision.** *J. appl. Psychol.*, 1960(Feb), 44, 22-26.—What is the relationship between policies of a democratic and an authoritarian company and supervisors' attitudes toward supervision? 2 paper and pencil inventories and an autobiographical questionnaire were administered to the 86 Ss, who were from 2 companies—one authoritarian and one democratic. Sometimes, "a democratic approach to management may be more effective, while in another situation, an authoritarian approach is preferable."—*J. W. Russell.*

(See also Abstract 8436)

INDUSTRIAL & OTHER APPLICATIONS

8465. **Ash, Philip.** (Inland Steel Co., Chicago, Ill.) **The workshop in industrial psychology.** *Amer. Psychologist*, 1959(Aug), 14, 529-532.—"Beginning with the 1953 APA Annual Convention, the Division of Business and Industrial Psychology has sponsored an annual all-day Workshop in Industrial Psychology concurrent with the Convention." The program titles and workshop leaders since 1953 are indicated. Major sections are: The Programs, Participants, Evaluation of the Workshops (Assets of the Workshops, Weaknesses of the Sessions, Suggestions for Improvements). 3 tables summarize information concerning the workshops. "Overall, the Industrial Psychology Workshops seem to have been satisfying and profitable experiences for the participants."—*S. J. Lachman.*

8466. **Benson, Otis O., Jr., & Strughold, Hubertus.** (Eds.) **Physics and medicine of the atmosphere and space.** New York: John Wiley, 1960. xviii, 645 p. \$12.50.—(see 34: 6854, 6856, 8472, 8476)—*M. B. Mitchell.*

8467. **Brown, Paul L., & Berdie, Ralph F.** (Minnesota State Highway Dept.) **Driver behavior and scores on the MMPI.** *J. appl. Psychol.*, 1960(Feb), 44, 18-21.—Are auto accidents related to driver personality? Using a paper and pencil personality inventory (MMPI), the driver behavior and MMPI scores of 993 college students were compared. Some slight relationship was found. "Knowledge of the kind of personality organization and motivation of a driver may be useful for purposes of both licensing and training drivers."—*J. W. Russell.*

8468. **Campbell, Robert E.** (Ohio State U.) **The prestige of industries.** *J. appl. Psychol.*, 1960(Feb), 44, 1-5.—Using questionnaire responses of 360 college students, 52 industries representing 1500 were rated for prestige. The hierarchy of industries progresses in clusters. Respondents, classified by personal attributes, were homogeneous in evaluating industries for prestige. Contributing influences determining prestige of industries included typical occupation, value to society, intelligence and ability called for, and general social standing. Respondents reflected their geographical area in evaluating industries for prestige.—*J. W. Russell.*

8469. **Clark, W. Crawford; Courtney, Douglas, & Colman, Kenneth W.** **Capabilities and limitations of the pilot operating in a terminal area without tower control.** *Courtney Co. Rep.*, 1959(Nov), No. 31. v, 97 p.—This study, based on direct analysis and a survey of the literature, is an investigation of the factors which account for the ability of pilots to maintain a separation and establish high landing rates at airfields without tower control. The result of looking at the simplest situation should enable an eventual optimal allocation of control task responsibility between local controllers and pilots. Visual tasks required of the pilot in the noncontrolled situation include detection of the presence of an object, be it an aircraft or an airfield; discrimination of details about the object; identification and classification of the object; and judgments of the object's distance, direction, velocity, and acceleration. If the pilot can accurately and quickly perform these tasks and make correct decisions based on this information,

he can avoid other aircraft and rapidly approach the airfield without the aid of a local controller. The uncontrolled situation is actually quite rigid, control being exerted by rules and by expectation built up through experience. The factors enable the pilot to "fly" the other aircraft in the traffic pattern, and thus anticipate their actions. 104 refs.—Author abstract.

8470. Fan, Liu, & Wei-yao, Kong. (Inst. Psychology, Acad. Sinica) **An analysis of relationship between the practice in productive labor and the acquisition of theoretical knowledge in middle school students.** *Acta psychol. Sinica*, 1959, 3(5), 292-301.—For the purpose of practicing thoroughly the policies of the Chinese Communist Party on education, i.e., to serve the political affairs of the working class and to be connected with productive labor, the authors investigated the relationship between practice in industrial productive work and the acquisition of theoretical knowledge of physics in middle school students. The authors observed some facts, i.e., under the circumstance that students did productive work, their interest, understanding, and memory of theoretical knowledge (of physics) was facilitated. Thus, students assimilated theoretical knowledge well. This helped students understand the process of labor, thereby promoting the efficiency of work. Under such circumstances, students' knowledge was broadened and deepened in content. Finally, a preliminary attempt was made to analyze psychologically the above facts. The authors considered that the changes in students' attitude toward learning and the raising of efficiency in learning resulting from their practice in productive work is itself a reflection of labor processes, and that such laws of reflection could be applied in increasing the efficiency of teaching.

8471. Forsythe, E. J., & Pilcher, Palmer C. (Eds.) **Management science: A new organizational dimension.** Ann Arbor, Mich.: Institute Labor & Industrial Relations, 1959. 117 p. \$1.00.—This symposium consists chiefly of 7 talks on aspects of operations research. Applications discussed by the speakers (6 of whom represent firms using operations research techniques) include personnel assignment, capital budgeting, managerial functions, and clerical work standards. Illustrative cases are presented and solutions developed. 45-item bibliog.—G. B. Strother.

8472. Hauty, George T. **Psychological problems of space flight.** In Otis O. Benson, Jr. & Hubertus Strughold (Eds.), *Physics and medicine of the atmosphere and space* (see 34: 8466). Pp. 409-421.—Psychological problems of space which may compromise reliability of human functioning in space include sensory deprivation, detachment, and confinement. Most Ss working for 30 hrs. at a complex operator task experienced behavioral aberrations. In case of detachment, Ss may experience apathy, anxiety, and fear. Confinement may produce irritability or hostility. Ss were confined individually in a Space Cabin Simulator for 7 days and given alternate 4-hr. periods of work and rest. Efficiency in most, but not all, Ss was reduced during the 4-hr. period coinciding with their usual hours of sleep. Vigilance and radar monitoring proficiency declined drastically during the early morning hours, from day to day and even within a work period, while discrimination and problem solving showed relatively little decline. Vigilance and

radar monitoring required attention to minute cues, which may account for the greater fatigue effects.—M. B. Mitchell.

8473. Lynn, David B. (U. Colorado School Medicine) **A model man for applied psychology.** *Amer. Psychologist*, 1959(Oct), 14, 630-632.—"Psychologists should not be caught unprepared for dealing with the ethical problems involved in controlling power, as were the physicists. . . . One of the methods for preparing to meet ethical issues is to develop descriptive models of the 'ideal man,' i.e., models of what we think people should be like and what we hope they some day will be like. . . . With such a model the psychologist could, at any time, examine a given application of his science to see whether it might tend to push man toward or away from this model." Model men including the "normal personality" (Shoben), the "adequate personality" (Combs & Snygg), and the "self-actualizing person" (Maslow), are discussed briefly.—S. J. Lachman.

8474. Malfetti, James L. (Columbia U.) **Traffic safety, the driver and electronics.** *Teach. Coll. Rec.*, 1959(Nov), 61, 99-111.—To reduce accidents we can work on the driver's characteristics or on the forces acting on him.—H. K. Moore.

8475. Meltzer, H. (Human Relations Research Found., St. Louis, Mo.) **Scope of industrial psychology references in the Annual Review, 1950-1959.** *J. Psychol.*, 1960(Jan), 49, 43-56.—How comprehensive and adequate an orientation does one obtain by using the Annual Review? The purpose of this study is to answer this question for 1 field, industrial psychology, by analyzing all of the references in the chapters on industrial psychology for all of the years in which the Annual Review has been published. References were analyzed in terms of frequency of mention and distributive use by the contributors. Data on the 20 most frequently used reference sources are reported. The most outstanding fact found was that there are 2 major journal reference sources: the *Journal of Applied Psychology* and *Personnel Psychology*. These 2 journals carry almost 50% of the total reference load. Few of the contributors read chapters on fields other than industrial. Books and articles in related fields are not used. The tendency is to use journals that are readily available in psychology libraries. Ratings by 4 judges with 90% agreement on the scope of sensibility, precision of references, and depth of reasoning show large individual differences.—Author abstract.

8476. Rose, Heinrich W. **Perception and reaction times.** In Otis O. Benson, Jr. & Hubertus Strughold (Eds.), *Physics and medicine of the atmosphere and space* (see 34: 8466). Pp. 478-485.—If the astronaut is acclimatized to the oxygen content of his cabin and his vision is limited to viewing instruments inside the cabin, his vision should be comparable to that at sea level. If he is to make observations outside the cabin "the best position for an observer of a distant spacecraft or of stars is outside the atmosphere and inside the shadow of the Earth. The spacecraft to be observed must be illuminated by the Sun. . . . the use of the human eye in the control of spacecraft is severely limited by the distances the vehicle travels during the time necessary for perception and reaction. . . . there is collision danger for high performance aircraft and meteorites day and

night, and for satellites by night, whereas the distances traveled by the satellite during reaction time are within visual range in daytime" so they can be avoided in daytime. 18 refs.—*M. B. Mitchell*.

8477. Schaginger, Eva M. *Arbeit und Freizeit*. [Work and leisure time.] *Psychol. u. Praxis*, 1960 (Jan-Mar), 4, 18-26.—The absence of significant distinction between behavior in an industrial setting and behavior during time spent outside of employment suggests a theory of relationship between industrial and social behavior.—*S. Karruck*.

8478. Shackel, B. (E.M.I. Electronics Hayes, England) **A note on panel layout for numbers of identical items.** *Ergonomics*, 1959 (May), 2, 247-253.—Data from experiments to determine optimal layout of a panel board of an analogue computer indicate that different layouts are required as number of items increases. One possible reason may be the operator's solution process when there are more items than can be retained within the "spatial memory span."—*B. T. Jensen*.

8479. Stapp, John Paul. **Human tolerance to accelerations of space flight.** In Otis O. Benson, Jr. & Hubertus Strughold (Eds.), *Physics and medicine of the atmosphere and space* (see 34: 8466). Pp. 464-477.—"Space flight accelerations to orbital and escape velocities can be tolerated with the body in optimal position, as demonstrated by exposure of human volunteers to equivalent time acceleration programs on the human centrifuge. Manipulation of controls would be limited to wrist and finger movements, and would depend on the ability of the pilot to override severe discomfort and resistance to muscular effort during intense stimulation. Above 8 g, even limited guidance by manipulation of finger controls becomes unreliable." Ss immersed in water could endure acceleration for twice the time of non-immersed Ss. Under certain conditions decelerations up to nearly 40 g for a fraction of a second can be survived with no persistent injury if Ss are adequately restrained. 15 refs.—*M. B. Mitchell*.

8480. Undeutsch, U. **Psychologisch richtige Verkehrsordnung.** [Psychologically correct traffic regulation.] *Die Sicherung des modernen Strassenverkehrs*, 1958, No. 6. 25 p.—The importance of psychological considerations for effective traffic organization is demonstrated by several examples. The basic psychological principles for traffic safety are discussed. Traffic regulations should be psychologically sound; if correct, they provide effective traffic safety.—*C. T. Bever*.

8481. Weschler, Irving R., & Reisel, Jerome. (U. California, Los Angeles) **Inside a sensitivity training group.** Los Angeles, Calif.: Univer. California, 1959, (Monogr. Series 4) 133 p. \$2.00.—A qualitative and quantitative analysis of the interrelationships among 1 sensitivity training group and its trainer. The qualitative analysis predominates and is supported by the observations of a clinical psychologist. Quantitative measures include indices of adjustment, emotionality, satisfaction, sensitivity, flexibility, and thought unit volume.—*E. G. Aiken*.

8482. Yi Li. (Inst. Psychology, Acad. Sinica) **An analysis of the psychological characteristics of primary school 5th-6th grade students participating in agricultural work.** *Acta psychol.*

Sinica, 1959, 3(5), 302-315.—In this study, the author tried to analyze the characteristics manifested by primary school students (5th-6th grade students) in agricultural labor in the understanding of the discipline to be observed during work, and in the evaluation of their own and others' work. An attempt was also made to investigate the relationship among these characteristics. The students' understanding of the discipline is mainly reflected in the following 3 aspects: the students' behavior when working individually, their obedience to discipline, and the spirits of collectivism; and these 3 aspects seem to correspond respectively to the 3 different levels (from the lower to the higher levels) of development of a child's mentality. Both the children's manifestation during the work and their evaluation of their own and others' labor are closely related to these 3 levels of understanding of the discipline. Through this preliminary work, the author attempted to reveal the major psychological factors affecting the difference in the moral quality of the students so as to give some suggestions for educational practice.

(See also Abstracts 8069, 8532)

INDUSTRY

8483. Academia Sinica, Institute of Psychology, Division of Industrial Psychology. **Creative thinking as observed in constructing automatic punching and die machinery.** *Acta psychol. Sinica*, 1959, 3(2), 116-125.—For the purpose of solving the "bottleneck" problems of production, the author helped a factory in organizing a shop nuclear subgroup. This subgroup provided the workers with some provocative materials, mainly in oral and written form, as well as through the use of prototypes such as diagrams and photographs, etc. These workers with the help of these materials, have invented 10 sets of automatic and semiautomatic punching and die, thus laying down the foundation for the solution of the "bottleneck" problems. During the working processes, the author joined the workers in discussing and laboring, and observed and recorded the actual processes of creative thinking activities of the workers. Results singled out the following points: (a) creation of new machines like automatic punching and die may be accomplished through a mass movement, a well-planned and concentrated effort of attack. (b) Verbal presentation of problems and prototypes such as diagrams and photographs relative to the machinery can powerfully provoke and promote creative thinking of the workers. (c) Creative thinking finds its origin in the necessity of social production. It is produced and developed in the course of practical activities and is the reflective process of objective laws.

8484. Academia Sinica, Institute of Psychology, Division of Industrial Psychology. **A preliminary study in methods for improving operations on punch.** *Acta psychol. Sinica*, 1959, 3(1), 56.—The Division of Industrial Psychology of the Institute of Psychology, Academia Sinica, with the collaboration of the Technical Research Institute of the Department of First Mechanical Industry, has chosen as a study project the search for improvement on workers' operations on punch in the punch shop of the Peking Motor Vehicle Factory. Through some ac-

tual observations and analysis, several principles concerning rational operations have been found. They are: localization by means of sensory estimation, elimination of superfluous movements, ambidextrous coordination of operations, and suitability of punch-die installation for man's operations. With the practice of these principles the methods of operations were found improved. As a result, the efficiency of production of this shop was raised by 43% to 100%, or by 56% in average.

8485. Bonjer, F. H. (Netherlands Inst. Preventive Medicine, Leiden) **The effects of aptitude, fitness, physical working capacity, skill and motivation on the amount and quality of work.** *Ergonomics*, 1959(May), 2, 254-261.—The article emphasizes utility of comparing energy expenditure per unit of production rather than usual procedures. Descriptions of 2 experiments illustrate technique. Concluding section mentions some problems in evaluating work methods.—B. T. Jensen.

8486. Christensen, Julien Martin. (Ohio State U.) **The importance of selected design variables in qualitative instrument reading.** *Dissertation Abstr.*, 1960(Apr), 20, 4181-4182.—Abstract.

8487. Dardano, Joseph Francis. (U. Maryland) **The relationships of intermittent noise, inter-signal interval, and basal skin conductance to vigilance behavior.** *Dissertation Abstr.*, 1960(Apr), 20, 4182.—Abstract.

8488. Gardner, Burleigh B. (Social Research, Inc.) **The ABC of motivation research.** *Mich. St. U. bus. Top.*, 1959, 7, 35-50.—Discussion of the fields of activity for motivation research, outlining principles to be established, questions to be answered, and insight and understanding to be gained. Furnishes criteria for evaluating competent motivation research firms.—M. F. Estep.

8489. Kosilov, S. A. (Inst. Work Hygiene Occupational Diseases, Russia) **K voprosu o psikhofiziologicheskoi analize rabochikh dvizhenii.** [On the psychophysiological analysis of work movements.] *Vop. Psikh.*, 1959, 5(5), 104-111.—The psychophysiological study of work movements must be concerned not only with time and energy expenditure, patterns, and forms of movements, etc., but also with the "accuracy of conditioned-reflex differentiation and the concentration of nervous processes in the motor spheres of the cerebral cortex." Biochemical indices of the concentration of nervous processes as well as electrophysiological indices offer the "most general psychophysiological criteria [for determining] degree of perfection of work movements." Psychophysiological criteria of work movements are seen as providing a valuable scientific basis for working out production instructions and as improving thereby the performance of individual workers and their productivity.—I. D. London.

8490. Miller, Norman R. (Union Railway Co., Pittsburgh, Pa.) **Personnel problems of automation.** *Personnel J.*, 1959(Nov), 38, 213-214.—Before workers are replaced by a machine, employees should be trained to maintain and service the machine. If the community cannot furnish the training facilities, industry will have to do it. Unions favor automation insofar as it means a higher standard of living without reduced income or reduced employment

opportunities. Unions are going to have to change their goals as they organize more highly skilled employees with values different from those of production workers.—M. B. Mitchell.

8491. Mottley, C. M., & Newton, D. R. (C. Pfizer & Co., New York) **The selection of projects for industrial research.** *Operat. Res.*, 1959(Nov-Dec), 7, 740-751.—"Research organizations have a tendency to propose problems for investigation at a faster rate than resources can be supplied to support the work. . . . The paper presents a method of evaluating applied research proposals that is based on the use of numerical scores to quantify certain important criteria, such as the promise of success, the time required for completion, the projected costs, the market situation and the expected gain."—M. R. Marks.

8492. Ohwaki, Yoshikazu; Maruyama, Kinya; Nagatsuka, Yasuhiro; Ono, Akio, & Sato, Isao. **Effects of intermittent noise on physical and mental works.** *Tohoku psychol. Folia*, 1960, 18, 27-43.—Intermittent noise affects complex and difficult mental labor negatively, while physical labor is unimpaired even during higher noise levels.—G. Rubin-Rabson.

8493. Olson, Paul Louis. (Purdue U.) **Display arrangement, number of channels and information speed as related to operator performance.** *Dissertation Abstr.*, 1960(Jan), 20, 2892-2893.—Abstract.

8494. Pepinsky, Pauline N., Pepinsky, Harold B., & Pavlik, William B. (Ohio State U.) **The effects of task complexity and time pressure upon team productivity.** *J. appl. Psychol.*, 1960(Feb), 44, 34-38.—Using 72 college students as Ss, team productivity was studied under a contract with the Office of Naval Research. 24 3-man teams performed assembly tasks under 2 levels of difficulty and 3 levels of time pressure. The task should be complex enough to reduce boredom but not exceed a moderate acceleration of time pressure.—J. W. Russell.

8495. Siegel, A. I. **Human factors support variables in computer development.** Wayne, Pa.: Applied Psychological Services, 1959. 50 p.—Proposed investigation areas as a result of this report included: programmer time allocation, programmer talent identification system, methods for manual data input for computer systems, visual data readout for computer systems, systematic troubleshooting aids, integration of human factors into systems planning, human factors quality control technique for mechanical design. Methodological suggestions were formulated to help achieve the above developments.—P. Federman.

8496. Simon, J. Richard, & Simon, Betty Pearl. (State U. Iowa) **Duration of movements in a dial setting task as a function of the precision of manipulation.** *J. appl. Psychol.*, 1959(Dec), 43, 389-394.—Pertaining to the art of industrial time study practices and a more complete understanding of human manual movements, the effects of precision as a variable on movement duration was studied. "Ss were required to adjust alternately each of two dials on a control panel." 24 right handed naval enlisted men served as Ss. "The precision required to adjust each dial was systematically varied and the effects of this variation on the durations of four parts of the control movement were determined. . . . Results

clearly demonstrated that the time taken by operators to move between adjustments depended on the precision requirements of those adjustments. . . . Results provide additional evidence to refute the concept that a work cycle consists of an additive combination of independent elements."—*J. W. Russell.*

(See also Abstract 8471)

BUSINESS & COMMERCE

8497. Bare, Carole Boehm. (Ohio State U.) An evaluation of seasonal employment at a large department store. *Dissertation Abstr.*, 1960 (Jan), 20, 2882-2883.—Abstract.

8498. Calvin, Lyle D., & Sather, Lois A. (Oregon State Coll.) A comparison of student preference panels with a household consumer panel. *Food Tech.*, 1959, 13, 469-472.—Paired samples of 15 foods were tested for preference by a student panel ($N=120-185$) in a laboratory setting, and in the home use situation by a panel of 220 families. Correlations between panels were high for both mean hedonic rating (.91) and percentage rating one sample higher than the other (.89). It was concluded: (a) student panels can be used as a measure of home consumer preferences, and (b) either mean hedonic rating or "percent preferring" can be used to measure preference.—*D. R. Peryam.*

8499. Eindhoven, Jan, & Peryam, David R. (QM Food & Container Inst., Chicago, Ill.) Measurement of preferences for food combinations. *Food Tech.*, 1959, 13, 379-382.—The hypothesis that preference for a food combination may differ from the sum or weighted average of preferences for the individual components was investigated in a survey of 593 army men. Questionnaires required ratings on how well the foods of a pair go together. Respondents also rated preferences for the individual foods. Forms listing either 50 or 100 combinations were used. All food pairs were interclass, using the 3 classes: meats, potatoes, and vegetables. Results supported the hypothesis in regard to meat-potato and meat-vegetable combinations; however, potato-vegetable preferences did not show combination effects. Questionnaire length had little or no effect.—*D. R. Peryam.*

8500. Harrell, Thomas W. (Stanford U.) The validity of biographical data items for food company salesmen. *J. appl. Psychol.*, 1960 (Feb), 44, 31-33.—In pretesting screening of sales applicants, what are the especially significant factors determining which of them will continue their employment? 32 promoted salesmen and 20 successful salesmen were compared with 25 resigned and 27 fired salesmen according to 5 "knock-out" factors: job-hopping, previous income too high, earnings less than living expenses, business failure within the past 2 years, and divorced within the past 2 years. "The most frequent 'knock-out' factor was job-hopping. . . . The results confirm the value of some use of the 'knock-out' factors."—*J. W. Russell.*

8501. Katona, George. Repetitiveness and variability of consumer behavior. *Hum. Relat.*, 1959, 12, 35-49.—3-year data on the behavior of low-income families "confirm certain well-known facts: these families purchase durable goods least frequently, borrow least frequently, and save least frequently . . . [and] repeat behavior is average in all

these respects, partly because they frequently do not save and do not buy durable goods in any of three consecutive years." Middle-income people tended to differ solely regarding their discretionary saving, with dissaving behavior relatively repetitious while their saving behavior is not. The behavior of upper-income families is repetitive both in buying durable goods and in positive saving. From this urban sample, through interviews, various factors influencing economic behavior are considered.—*M. York.*

8502. Margolis, Charles, & Porter, Charles R. (Bruthers Co., Cleveland, O.) The relationship of message unity ("pull") to the recipient's response potential. *J. appl. Psychol.*, 1959 (Dec), 43, 367-368.—"The hypothesis is that response potential is a function of message unity." It was tested by sending messages to potential buyers of vitamins and having them respond to a questionnaire. The messages were classified into 3 groups according to message unity. The results of this research, used as the basis for an MA thesis, verified the hypothesis.—*J. W. Russell.*

8503. Merenda, Peter F., & Clarke, Walter V. (Walter V. Clarke Associates, East Providence, R. I.) The predictive efficiency of temperament characteristics and personal history variables in determining success of life insurance agents. *J. appl. Psychol.*, 1959 (Dec), 43, 360-366.—How can you tell who will make a good life insurance salesman? A standardized personality inventory and a locally constructed questionnaire were used in a study of 522 financed male agents employed full time in selling life insurance 3 years after hire. Those who saw themselves as being passive and submissive were likely to fail. Some personality history measures are valid predictors. Combining both measures was found to work best.—*J. W. Russell.*

8504. Mrak, Vera; Amerine, M. A., Ough, C. S., & Baker, G. A. (U. California, Berkeley) Odor difference test with applications to consumer preferences. *Food Res.*, 1959, 24, 574-578.—2 experiments on detecting odor intensity differences among various concentrations of phenylethyl alcohol and a standard are described: (a) standard presented just before comparison stimulus for "weaker" or "stronger" judgment; and (b) standard presented, followed by a series of 3 comparison stimuli, each judged "weaker" or "stronger." There was great variation among Ss in ability to detect differences and in their response to the different ways of presenting the samples. Total percent of misses in the 2 experiments was not significantly different. A hypothetical example is given, based on these results, which indicates that the proportions of consumers that can detect a stated difference with a given probability should be very important in designing a market program.—*D. R. Peryam.*

8505. Myers, Lawrence, Jr., & Gardner, Eric F. (Syracuse U.) An inexpensive method to determine the efficiency of a television program. *J. appl. Psychol.*, 1960 (Feb), 44, 39-43.—By telephoning people and asking them if they had watched a just-shown TV program, the size of the audience is estimated. "Efficiency, or most per thousand home exposures, is selected as the criterion." Based on

material used in a PhD dissertation the technique of sequential analysis permits, with stated risks of error, a decision about the efficiency of a TV program.—*J. W. Russell.*

8506. Poulton, E. C. Effects of printing types and formats on the comprehension of scientific journals. Cambridge, England: Cambridge Univer. Press, 1959. 22 p.—4 different styles of printing were tested on an experimental group of 275 scientists. Differences in comprehension between the "best" style and the other 3 are statistically significant.—*D. W. Twedt.*

8507. Seibert, Warren F., Kasten, Duane F., & Potter, James R. (Purdue U.) A study of factors influencing the legibility of televised characters. *J. Soc. Mot. Pict. TV Engineers*, 1959 (Jul), 68, 467-472.—36 students viewed televised letters and numbers which varied in size and contrast. High contrast, either black-on-white or white-on-black, produced best visibility, and characters subtending 10-min. visual angle could be perceived accurately.—*R. L. Sulzer.*

8508. Starch, Daniel. An analysis of 12 million inquiries. Evanston, Ill.: Media/Scope, 1959. 16 p. \$1.00.—This study is essentially an updating of a similar but smaller study made in 1930. A sample of advertisements inviting inquiries (coupon or otherwise) for the period 1946-53 was studied to see how the number of inquiries was affected by such factors as size of advertisement, 4 colors vs. black and white, position in magazine, season of year, repetition of advertisement, etc. Other factors such as rate of return and trends in use of advertisements soliciting inquiries are also discussed. With the exception of the effect of position of advertisements in different sections of individual issues of a magazine on the number of inquiries sent in by readers, the conclusions are similar to those drawn from the 1930 study.—*H. C. Cash.*

(See also Abstract 8471)

PROFESSIONS

8509. Beyerl, Merrill C. (Ball State Teachers Coll.) Selection procedures: Suggested methods. *Nurs. Outlook*, 1959, 7, 94-97.—Problems of description and measurement are essential to selection procedures. The author discusses: success criteria, case study approach, factors to be considered in selection, principles of selection and generalization, and trends in free admission selection.—*S. M. Amatora.*

8510. Blizzard, Samuel W. (Princeton Theological Seminary) The parish minister's self-image and variability in community culture. *Pastoral Psychol.*, 1959 (Oct), 10 (97), 27-36.—"The central hypothesis of this paper is that there is an association between the variability of the culture of the community in which the Protestant parish clergyman is functioning as a practitioner of religion and the self-image that he holds." Data from 1111 clergymen indicate that "churches in various types of communities face problems and issues that are relatively unique," while "ministers share a common socialization in their profession and outlook about their work regardless of community cultural variability."—*A. Eglash.*

8511. Bonacker, Ralph D. (Episcopal Community Service, San Diego, Calif.) Clinical pastoral training for the pastoral ministry: Purposes and methods. *J. Pastoral Care*, 1960, 14, 1-12.—A brief history of clinical pastoral training is presented. The 3 essential purposes of clinical pastoral training are spiritual health, intellectual insight, and pastoral skill.—*O. Strunk, Jr.*

8512. Comfort, Richard O. (Agricultural Missions) Education for the rural ministry. *Pastoral Psychol.*, 1959 (Oct), 10 (97), 37-43.—Urban-rural distinctions have lessened greatly, and the job of the rural minister has broadened. Seminaries should teach methods of social analysis, the nature of rural society, and the nature of urban society.—*A. Eglash.*

8513. Gough, Harrison G., & Woodworth, Donald G. (U. California) Stylistic variations among professional research scientists. *J. Psychol.*, 1960 (Jan), 49, 87-98.—A search for stylistic variations in the approach to scientific research problems was undertaken in a sample of 45 professional scientists, using a deck of 56 Q sort statements (e.g., "indifferent to the practical implications of his own research," "likes to talk out his research ideas and get other people's reactions," etc.) and an inverse principal axis factor analysis of the correlation matrix of persons. 8 "stylistic types" were defined, and the psychological meaning of each type explicated on the basis of the Q items, life history interview protocols, personality inventory test scores, observations and ratings by staff psychologists during a 3-day assessment period. Tentative names of the zealot, the initiator, the diagnostician, the scholar, the artificer, the esthetician, the methodologist, and the independent were assigned to the types. Stability of the intercorrelation matrix of type-scores was cross-checked on a sample of 40 graduating honor students in engineering.—*Author abstract.*

8514. Hammond, Kenneth R., Kern, Fred, Jr., Crow, Wayman J., Githens, John H., Groesbeck, Byron; Gyr, John W., & Saunders, Lyle H. (U. Colorado) Teaching comprehensive medical care: A psychological study of a change in medical education. Cambridge, Mass.: Harvard Univer. Press, 1959. xxii, 642 p. \$10.00.—This is a report of a 5-year experiment in medical education. 3 successive senior classes (N = 220) of the University of Colorado School of Medicine were divided randomly into 2 groups and matched for class standing. The control group followed the regular course of study, while the experimental group was assigned to a new outpatient faculty for the purpose of teaching both didactically and in practicum the principles of comprehensive medical care, with emphasis on the psychological and social factors. The experimental group developed somewhat better attitudes than the control toward comprehensive medicine, but no significant difference was found in their medical knowledge or its application. A large section is devoted to design of the total research.—*J. L. Yager.*

8515. Howell, Margaret A., Cliff, Norman, & Newman, Sidney H. (United States Public Health Service, Washington, D. C.) Further validation of methods for evaluating the performance of physicians. *Educ. psychol. Measmt.*, 1960, 20, 69-78.—An experimental Efficiency Report criterion-keyed

and validated on professional health personnel was highly predictive of work performance given medical interns in United States Public Health Service hospital. "Multiple correlations between sections of the Efficiency Report and the separate criterion ratings performed by physicians and by interns ranged from .61 to .83. . . . two sections of the Efficiency Report, 50 Forced-Choice tetrads (FC) and a 22-item Check List (CL), were more valid measures of performance than were rating scales for evaluating an intern's Job Proficiency (JP) and Personal Qualifications (PQ). Beta weights derived from the intern data and applied to the physician's data, and the reverse, produced satisfactory multiple correlations. Equal weights produced a multiple correlation of .66 which was as high as any of those resulting from cross-application of beta weights and only .02 lower than the self-weighted multiple for this group."—*W. Coleman*.

8516. Liston, Mary F. (10 Columbus Circle, NYC) **Review of psychiatric progress 1959: Psychiatric nursing.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 641-644.—*N. H. Pronko*.

8517. Mayer, Ronald Wesley. (Ohio State U.) **Religious attitudes of scientists.** *Dissertation Abstr.*, 1959 (Dec), 20, 2412-2413.—Abstract.

8518. Schwab, Joseph J. (U. Chicago) **What do scientists do?** *Behav. Sci.*, 1960 (Jan), 5, 1-27.—A discussion of the 6 points at which a scientist pursuing this activity must make choices which, when made, determine the course and strategy of the endeavor. For example, one decision point arises from a choice of ideas which initiate and guide the course of the research. Others are enumerated and examples from psychology (in the main), the physical sciences, and the biological sciences are included. 19 refs.—*J. Arbit*.

8519. South, John Craig. (Ohio State U.) **An item factor analysis of some value dimensions and their relation to a measure of success in student nurse training.** *Dissertation Abstr.*, 1960 (Mar), 20, 3821-3822.—Abstract.

8520. Summers, Raymond. (Indiana State Board Health) **Private practice of public school therapists in Indiana.** *J. speech hear. Dis.*, 1959, 24, 51-54.—46 of 150 public school therapists receiving a 2-page questionnaire indicated that they were engaged in private practice. These individuals carried case loads ranging from 1-13, with most carrying 5 or less. Information is reported concerning therapists' professional affiliations, age range and diagnoses of private cases, frequency of therapy sessions, and diagnoses of private cases, frequency of therapy sessions, and recommended fees.—*M. F. Palmer*.

(See also Abstracts 7771, 8448)

MILITARY

8521. Conklin, Jack Ervin. (Ohio State U.) **The effect of lag on operator efficiency in a tracking task.** *Dissertation Abstr.*, 1960 (Jan), 20, 2915-2917.—Abstract.

8522. Diamond, Stanley. **Time, space and stereoscopic vision.** *Aerospace Med.*, 1959 (Sep), 30, 650-662.—"The question of the use of stereo-

scopic vision in supersonic aviation is discussed in terms of flying safety. Diamond concludes that unaided stereoscopic vision is of restricted value at present and future supersonic speeds due to practical human threshold and range limitations. He considers the lack of time for stereoscopic vision at supersonic speeds as a contributory factor in air accidents involving high speed aircraft. Limits of stereoscopic vision are described in lucid detail."—*A. Debons*.

8523. Estep, Margaret Frances. (Ohio State U.) **The simplification of combat air crew criteria with special reference to rank-order ratings.** *Dissertation Abstr.*, 1960 (Jan), 20, 2886-2888.—Abstract.

8524. Fried, Sidney. (Yeshiva U.) **The production and prediction of an impairment in pilots' reaction time by exposing them to specific factors normally present under instrument flying conditions.** *Dissertation Abstr.*, 1959 (Dec), 20, 2381-2382.—Abstract.

8525. Henderson, J. G. (U. Birmingham, England) **The estimation of the transfer function of a human operator by a correlation method of analysis.** *Ergonomics*, 1959 (May), 2, 274-286.—S's task was to minimize error in a tracking-type task. Disturbances in records were believed to be due to failure of the operator to respond linearly to the error. Integral equations defining operator transfer functions were solved using an analogue computer. 9 figures and formulae are included.—*B. T. Jensen*.

8526. Holdrege, Fred Ernest, Jr. (Ohio State U.) **A combination of forced choice and check list rating scales for the evaluation of instrument flying proficiency.** *Dissertation Abstr.*, 1960 (Mar), 20, 3817-3818.—Abstract.

8527. Kraus, Ralph N. (USN School Aviation Medicine, Pensacola, Fla.) **Disorientation in flight: An evaluation of the etiological factors.** *Aerospace Med.*, 1959 (Sep), 30, 664-673.—"The physiologic mechanisms involved in maintaining aerial orientation are reviewed. Each of three subjects flying in F-100F aircraft completed transition from VFR to IFR in an average time of 24, 27 and 26.5 seconds, respectively. No abnormal changes in the altitude of the aircraft or in the flight path took place in the transition. An aircraft flying at 10,000 feet can assume an altitude from which recovery is impossible in as little time as 20 seconds if the pilot does not have a visual reference. The period of time that the pilot deliberates from the instant when he loses his outside visual reference until he initiates transition to IFR is the critical factor in accidents. A jet aircraft can assume an altitude from which recovery is impossible when the pilot is completely unaware that a change in altitude has occurred."—*A. Debons*.

8528. Kulp, Charles M., & Rowland, George E. (Rowland & Co., Haddonfield, N.J.) **Detectability of naval aircraft by visual means: Measures to increase or reduce, development of daylight visual target detection, a search & review of the literature.** Philadelphia, Pa.: Air Crew Equipment Laboratory, Naval Air Material Center, 1959. 128 p.—"Parameters of visual target detection were drawn from recent visual literature. The importance given to these parameters in the literature was outlined. Specific emphasis was given to the influence that various aircraft exterior paint finishes would have

in maximizing target detectability. Environmental and physical variables which might influence visibility were selectively reviewed. General and specific problem areas which appear to merit future investigation were outlined. An appendix lists 476 citations, 237 of which are annotated. Sources included both military and civilian literature."—G. E. Rowland.

8529. Skobba, Joseph S. (490 Peachtree St., N.E., Atlanta, Ga.) **Review of psychiatric progress 1959: Military psychiatry.** *Amer. J. Psychiat.*, 1960 (Jan), 116, 651-653.—N. H. Pronko.

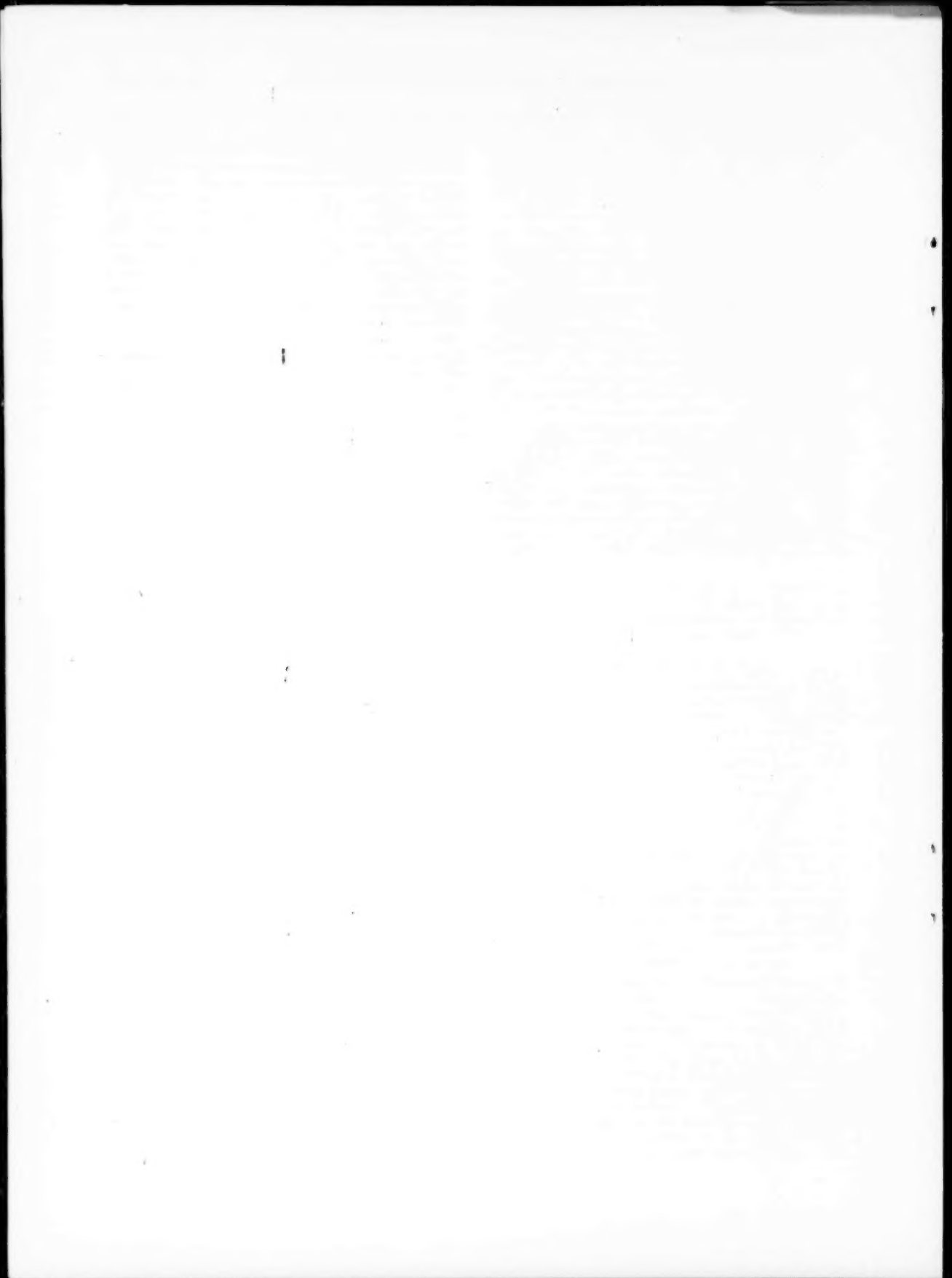
8530. Weybrew, Benjamin B., & Molish, H. B. (USN Medical Research Lab.) **Approaches to the study of motivation of officer candidates for the submarine service.** *USN Med. Res. Lab. Rep., New Lond.*, 1959 (Oct), 18 (16, Whole No. 321). iv, 47 p.—On the basis of the Edwards Personal Preference Schedule, submarine officer candidates show stronger achievement and dominance needs and lesser exhibitionistic, abasement, and heterosexual needs than enlisted men. Allport-Vernon Value Scale data indicate stronger theoretical and political values and weaker aesthetic and social values on the part of submarine officer volunteers as compared with a college control group. A specially prepared motivational questionnaire served to discriminate between submarine school graduates and those who dropped out. It also indicated higher motivation of Naval

Academy graduates than of non-Academy officer volunteers.—J. L. Brown.

8531. Youniss, Richard P. (USN Medical Lab.) **The relationship of tattoos to personal adjustment among enlisted submarine school volunteers.** *USN Med. Res. Lab. Rep., New Lond.*, 1959 (Sep), 18 (14, Whole No. 319). iii, 10 p.—Personal adjustment, as measured by the Personal Inventory Barometer and the Taylor Manifest Anxiety Scale was found to be at a lower level among naval enlisted personnel with 2 or more tattoos than those with 1 tattoo or with no tattoos. Ss who expressed a desire for future tattoos showed greater indications of maladjustment than others.—J. L. Brown.

8532. Zeller, Anchor F. (Norton AFB, Calif.) **Human aspects of mid-air collision prevention.** *Aerospace Med.*, 1959 (Aug), 30, 551-560.—History and factors related to mid-air collisions are discussed. Mid-air collisions are considered to be the result largely of a combination of human and situational factors. Author does not consider present control and assistance efforts adequate for preventing all collisions. With increase in air traffic, flying will involve risk because of the limitations contained in both man and machine. Better air traffic control and development of warning equipment will reduce mid-air collision accidents.—A. Debons.

(See also Abstracts 6735, 8455)



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